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ABSTRACT

This resource kit, which is intended as a tool for training managers and training providers interested in planning language and literacy training programs for workplaces throughout Australia, consists of a magazine and three booklets detailing the following: the benefits of language and literacy training, sources of further information, and successful training practices used by specific Australian firms. Included in the magazine are the following: discussion of the critical role of effective communication in the workplace of the 1990s; profiles of 10 Australian firms with successful language and literacy programs, with special emphasis on promising practices and the productivity gains achieved as a result of literacy training; crucial points about communication training; tips for recognizing literacy problems; guidelines for starting a literacy course; lists of funding opportunities, eight key competencies for productivity, useful resources, and organizations providing technical and financial assistance; and guidelines for choosing the right trainers. The first booklet presents facts about literacy in Australia and explains how to incorporate language and literacy into training programs. In the second booklet, successful managers describe how their companies have benefited from language and literacy training. The third booklet is an extensive Australia-wide list of service providers and the services they offer. (MN)

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ED 402 425

TRAINING

How it pays

Phil Crawford, coordinator, Open Learning Centre, BHP

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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How to get value from your training dollar by investing in English language and literacy training

A resource kit for planning training programs

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Contents

A colour magazine to give managers when discussing training programs.

PLUS: Detailed information for training managers and training providers in three handy booklets.

1. **How to get value from your training dollar**
   - The facts about literacy in Australia
   - How to build language and literacy into training programs
2. **What other companies are doing**
   Successful managers talk about how their companies have benefited from language and literacy training.
3. **Contacts and resources**
   An extensive national list of service providers and what they have to offer.

For more copies of this kit
(06) 240 9086

How to use this kit

This is a kit for training managers and training providers.

Training managers will find it useful for planning training programs. It contains:

- information about the importance of language and literacy training
- where to go for help and further information
- facts and industry information to present to management when training programs are discussed.

Training providers will find it a useful tool when discussing training programs with their clients. The information will help convince managers who are undecided about the need to include communication skills in their overall training agenda.

For general literacy queries

☎ **1800 02 1184**
FREE CALL

Training for productivity

- ENGLISH LANGUAGE AND LITERACY IN THE WORKPLACE
- A GUIDE FOR MANAGERS

SMALL COMPANY SHOWS THE WAY

...we are starting to see results now...

Ron Torkildsen
Australian Pacific Air Conditioners

Funding opportunities... see page 15!

INVEST IN LITERACY

Australian managers talk about success

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INNOVATION 4
- THE BIG AUSTRALIAN
- PAMPAS AND TQM

STRATEGIES
- CHOOSING A TRAINER
- USING CONTACTS

RESULTS
- COCA-COLA
- MONROE

A productive workforce needs to communicate

Organisations across the country are restructuring their work practices.

The opportunities and challenges presented by these changes are enormous. Meeting these challenges is essential if we are to compete in the world economy of the 1990s.

A fundamental element of all workplace restructuring is effective communication.

In the Australian workforce, arguably the most culturally and linguistically diverse in the world, communication problems present a major challenge to the success of restructuring.

One in seven Australian workers has major literacy difficulties. These communication difficulties affect English speaking as well as non-English speaking Australians.

Work time and productivity are lost when instructions are misunderstood, or when extra time is needed to clarify and explain them.

The cost in lost productivity could be close to $6.5 billion a year. Industrial accidents caused by language and literacy problems are estimated to cost the economy $13 million a year.

Workplace changes mean that workers and managers need to develop more sophisticated skills. A workforce which is skilled in language, literacy and numeracy is fundamental to successful restructuring.

It makes perfect sense. If a workforce communicates better they are more productive. If they are more productive the organisation is more profitable.

Kim Beazley

Minister for Employment, Education and Training

THE KEY TO LONGTERM PRODUCTIVITY

To maximise the potential of your company you must develop the skills of your staff. Improving the communication skills of your workforce is not a soft option. It is essential if you want to maintain and increase productivity.

You have to spend money on training – that's the law. Get the most from your investment by making sure everyone gets the most from their training.

Literacy skills are the bottom line – your company will not get anywhere without them. If you need to cut back spending, this should be your last option, not your first choice.

The high cost of low literacy

- workplace changes not understood
- time wasted on repeated verbal explanations
- staff unable to benefit fully from training programs
- operating manuals misunderstood or ignored
- deliveries made to the wrong address
- health and safety messages misunderstood

About this publication

This magazine has been produced as part of a cooperative process between government, business and training providers. It aims to give you an overview of the issues and provide examples of companies which have successfully introduced language and literacy training. It explains why they decided it was important and how they did it.

This is not a detailed 'how to do it manual'. It shows you the first steps and where you can go for further help and information.

For more (free) copies of this magazine

Tel: (06) 240 9086 Fax: (06) 240 9202

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The workplace of the1990s is dependent on effective communication.

A revolution in the workplace 4

Our work practices are changing drastically. Old style production line methods no longer meet the needs of modern industry.

Good language skills essential for quality accreditation 4

Some companies are improving literacy levels to cope with the demands of ASA accreditation.

Industry experience

Sceptical ACI manager convinced by results 5

ACI had its share of industrial problems but literacy training improved relations between staff and workers.

Small company profits from literacy training 6

This company, with 170 employees, has seen major improvements in productivity as a result of literacy training. Human resources and training manager Ron Torkildsen says they can see real improvements four years down the track.

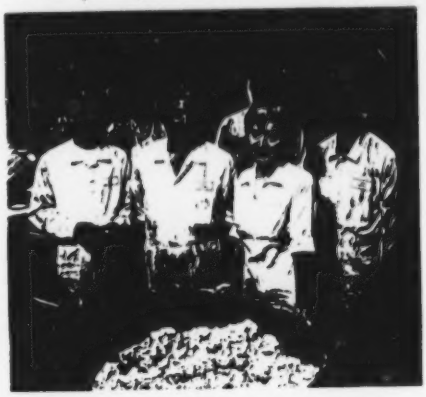
BHP takes a longterm view 8

Managers at BHP found that new work practices called for better literacy skills.

Food industry takes up the training challenge 10

In this industry with large numbers of small companies, the awareness of skills development has been a late starter but literacy training is now on the menu.

Pampas puffs up its training 11



With 80 percent of its 170 member workforce from non-English speaking backgrounds, language and literacy training became crucial to improve productivity.

Small steps add up for Don Smallgoods 11

Things looked impossible but now literacy and language training is integral to their plans to move into the 1990s.

Kodak builds basic education into training 12

As part of restructuring, managers at Kodak commissioned a skills audit.

They didn't expect to find literacy problems but the results surprised them.

Monroe Australia maximises the potential of employees 14

With a workforce of 500, Monroe Australia devotes nearly 50 hours a year per employee to training – and the productivity equation looks good.

Ford employees are the competitive edge 16

An audit revealed that 40 percent of workers at Ford needed to improve their literacy skills. They opted to increase their training. Bob Crowley says they can see the benefits.

Things get better at Coke 19

Staff at Coca-Cola Bottlers had trouble reading the manuals for new machinery. Employees took the initiative to get literacy training. With management support they are solving the problem.

Further information

Crucial points about communication training 2

Tips for recognising a literacy problem 7

How to get a literacy course up and running 13

Funding opportunities 15

Eight key competencies for productivity 18

Useful resources 20

Choosing the right trainer 21

Where to go for help 21

This magazine is the first of a series about language and literacy in the workplace. Still to come:

2. A kit for trainers

3. Plain English communication

4. Managing a diverse workforce

Order now. Phone: (06) 240 9086

Eight crucial points about communication training

Investing in training is an important decision for any company. To get the most from your training dollar it is important to make sure that staff use their new skills immediately.

Training is most effective when it relates directly to the person's daily worklife.

'If language and literacy are not integrated into your training program then you are stopping people from having the opportunity to further their career paths and improve the company's productivity.'

Robin Sefton, National Automotive Language and Literacy Coordination Unit

Recognising English language and literacy problems in the workplace is a management priority.

When asked how many of their employees have difficulties related to their basic skill levels, many managers cannot give an accurate answer.

Eight key points about communication training:

- Every workplace needs people who have the appropriate language, literacy and numeracy skills to benefit from training programs.
- Many employees with limited language and literacy skills, from both English and non-English speaking backgrounds have for years functioned adequately in their jobs. They have hidden their literacy problems because they were initially shown how to do their job by another worker.
- In the restructured workplace, limited English language and literacy skills are no longer adequate.
- As the requirements for English language, literacy and numeracy skills increase, so will the number of employees needing assistance.
- Specified standards for jobs are becoming commonplace. To ensure consistent product quality, employees must follow the same procedures.
- Many firms have written procedures for employees to use when required. To ensure efficient use of time, staff need to be able to understand these instructions.
- The government, through the National Training Board encourages evaluation of all training programs. This might include a practical demonstration of a certain set of skills. An example could be understanding a standard practice document.
- To progress through the various career paths and undertake the training stipulated at each level, employees will need to progress to higher language, literacy and numeracy levels.

Different way to teach literacy

Language training is not always integrated into other training courses.

Some companies have contracted language and literacy teachers who offer basic skills programs separate from other training. This may be useful as an introduction to language and literacy learning.

Another option is class-based language and literacy training. This is work specific without being fully integrated into training programs.

What to do and what to avoid

- make sure language and literacy training is specific to the needs of the workplace
- use existing workplace materials (ie manuals) as part of the training process
- make it an essential part of the company's overall training objectives
- call it pre-training or communication training, not literacy or English
- identify the needs of individual workers – then provide training
- make it essential for promotion – people will then ask for it
- act as an incentive for others who need help
- provide tangible feedback to management and justify the money spent on training

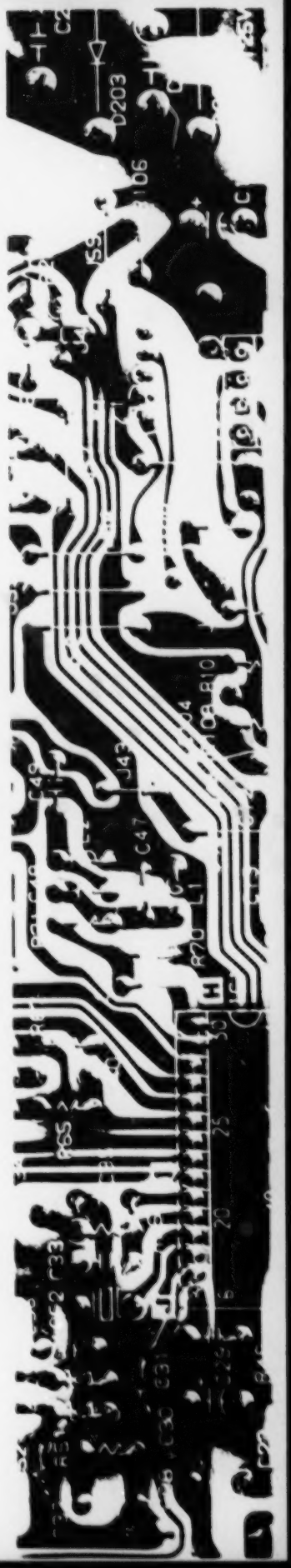
Most importantly

Start the training with people who need the least help. This will hasten their entry into the skills training program. It will also:

- show that language and literacy training is beneficial

- set up training programs which compete with short-term gains such as overtime
- have programs which conflict with childcare or family responsibilities
- provide training without a financial or organisational incentive
- focus training on broad based literacy skills which may not be reinforced in the person's life outside work – keep it relevant to the job
- keep the training private. Other workers and supervisors need to know the objectives – without this understanding they may become suspicious and withdraw support.

Communicate *or* PERISH



The workplace of the 90s needs a new approach. Restructuring is happening in most industries. To do it successfully depends on good communication.

Australia's workforce is one of the most culturally and linguistically diverse in the world. Communication presents an enormous challenge.

'At least a million workers – more than half of them born in Australia – cannot read or write enough English to cope with many of the basic safety and performance requirements of their jobs. At least 150,000 cannot understand a routine question, over 600,000 are working below their level of skill, held back by inadequate English language, literacy and communication skills,' says Robert Bean, from the National Languages and Literacy Institute of Australia.

English language and literacy training is no longer an option – it's a necessity for successful restructuring. It's essential if Australian industry is to compete on the world market.

A quick check of the restructured workplace shows just how communication intensive it is:

- working in teams
- collaborative quality management
- training for multi-skilling
- new technologies
- cooperative industrial relations.

All these changes depend on effective communication.

Something in it for everyone

It's not just workers who need new communication skills. Everyone in the workplace has a whole range of new skills to learn (*see* page seven).

This is a new demand that has to be met if workplaces are to maximise the benefits of restructuring.

At one Victorian textile mill, management recognised the need for language and literacy training for their workforce, but neglected communication training for other staff. They didn't think it was necessary.

'At least a million workers – more than half of them born in Australia – cannot read or write enough English to cope with many of the basic safety and performance requirements of their jobs.'

The problems came to the surface when the company tried a new method of team briefings by supervisors, instead of their old system of 'state of the nation' addresses by the general manager in the canteen.

According to the human resources manager it was a complete disaster because the supervisors found they had limited capacity to get the message across. They felt threatened when workers asked questions they couldn't answer.

The new system was abandoned. However with communications training for the supervisors it could have worked like a dream.

'Poor English literacy is not just a concern for people from non-English speaking backgrounds. Our study found that people from English speaking backgrounds also have problems.'

Rosie Wickert,
No Single Measure–a Survey of Australian Adult Literacy

Good language skills essential for quality standards accreditation

Applying for accreditation to the Australian Standards Association

To build export markets your client needs to be confident the goods meet a recognised quality standard. That's why international standards have been developed. You can apply for accreditation to the Australian Standards Association (ASA).

The ASA will give you the quality formula you must meet to win international accreditation. To meet their standards you'll have to make sure the language and literacy skills of your staff are up to scratch.

A leading fastener manufacturer says English language training is vital to gaining accreditation to quality standard AS3902. This standard measure is a 'performance benchmark' relating to all processes, procedures and products across manufacturing industry.

'To remain a viable manufacturer in the 1990s and beyond, companies will have to achieve AS3902,' says Garry Ferris, general manager of Ajax Spurway Fasteners in Marrickville, Sydney.

The Marrickville factory employs 100 people. 'With 11 different nationalities in our plant we must raise the level of communication in order to meet that standard.

'It's not just quality control over your products, it's about building quality into all your processes. That's a big task requiring an enormous amount of training with language and communication as the key,' says Garry.

To gain AS3902 and other standards, companies arrange for official accreditors such as Standards Australia to inspect workplace documents and question operators about how they do their jobs.

A revolution in the workplace

Ford's production process minimised worker involvement. Industry in the 1990s needs committed rather than controlled workers.

Workplace reform is the key – but why is it necessary?

Work organisation has traditionally placed little emphasis on the need for skills. On assembly lines, for example, workers have simply been expected to take orders and perform the same tasks over and over again. This form of work spread from manufacturing to services. Banks, supermarkets, insurance offices, fast food outlets and many other service workplaces came to resemble assembly line factories with minimal emphasis on skill.

This approach is frequently called Fordism, after Henry Ford who applied it systematically in his Michigan plant, where the first Model T rolled off the assembly line in 1913.

The world has never been the same since.

Fordism was fine while the world was being converted to mass production and mass markets were being created.

Assembly line–1908

Production line methods no longer relevant

Companies are now abandoning Fordist models of work because they have found they achieve higher levels of quality, productivity and responsiveness with a highly skilled workforce.

The reasons for change

Fordist firms sought to build standard products with workers performing standard tasks to be replaced by robots wherever possible. The new firms need committed workers. Quality and diversified production require high levels of trust. Trust is based on communication – so the new strategies are simply impossible with low levels of literacy.

The new firms rely for their strategic advantage on quick response and flexible, programmable systems. Changes need to be made by workers themselves. Again this calls for levels of skill which were simply not seen as necessary under Fordism.

These changes in the production system are driving the new emphasis on skills and literacy in the workplace. Companies are learning that with a highly skilled workforce, they can choose their business strategies from a variety of options. Those that stick to low skill levels are forced to follow one strategy only – low cost, low quality, mass production. They have very little future against low cost imports.

We are in the middle of a workplace revolution. The Fordist model of production line work processes will not meet the needs of the 1990s. ●

'We went from a company with its fair share of industrial relations problems, to working together as partners,' said Stuart Hakes, plant manager at ACI.

Photo: David Johns

Sceptical ACI manager convinced by results

It took some time before Stuart Hakes, plant manager at ACI Engineering, became convinced that language and literacy training was a good idea.

Two years ago Hakes went to a Rotary breakfast. Sue Naylor, manager of the Workplace Skills Unit at Swinburne University of Technology in Melbourne, was guest speaker. She discussed increasing training effectiveness and using literacy training to improve productivity. His response? 'I didn't think my people needed it,' he said.

He didn't think they needed literacy training because there wasn't much writing required on the job. However Rotary talked him into taking part in a pilot literacy program.

Staff were interested, but still sceptical. Stuart put that down to people wanting time off work. Finally he agreed to some of those interested taking part. Twenty percent of the workers did a Rotary funded course.

When the first 13-week course finished staff asked for further training. Stuart agreed to fund a second 13-week course. However he was still not convinced.

Literacy training unites the company

It was during this second course that he began to see a change in the company.

'I still have trouble providing quantitative results as to what was occurring.

'What I noticed was that the literacy courses had changed the workforce's perception of the company. There seemed to be this tremendous psychological boost. It didn't feel like "us and them" any more.

'We went from a company with its fair share of industrial relations problems, to working as partners,' said Stuart.

Workers now have a structured, integrated career path. There is an interim language and literacy, or basic skills course as they now call it, for people who haven't studied for 20 years or more and then they go on to do the Engineering Production Certificate and adult apprenticeship modules.

Returns exceed investment

According to Stuart the returns for the company are out of all proportion to the money spent.

'It's an outstanding success story. In the past the workers from non-English speaking backgrounds were seen as the followers rather than the leaders. Now management are turning to the various groups – be they Filipino or East European – to help steer the innovative ideas through the plant. They are just so excited by the learning, they can't get enough.

'It's too easy to make judgements on your people's behalf which is what I did. I thought they had the skills and the apprenticeships,' he said.

Stuart is now convinced that language and literacy training was the catalyst for his company's improved competitiveness.

'My message is simply, "try it and see". If you're still not convinced come to ACI Engineering and I'll prove it!'

Stuart Hakes, ACI Engineering

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Photo Evan Collis/Impact

Small company profits from literacy training

A West Australian air conditioning manufacturer believes language and literacy training is a major reason for big increases in overall performance.

The company, Australian Pacific Air Conditioners, employs about 170 people. Productivity indicators for the last three years are impressive.

Manager for Human Resources and Training, Ron Torkildsen, is emphatic that 'English in the Workplace' training has had a major impact on productivity gains.

'When I came to this company in 1989, half the employees couldn't speak English effectively. With the help of the Adult Migrant Education Service, we put in place a language, literacy and numeracy training program. Then we progressed to an intensive Total Quality Management drive.

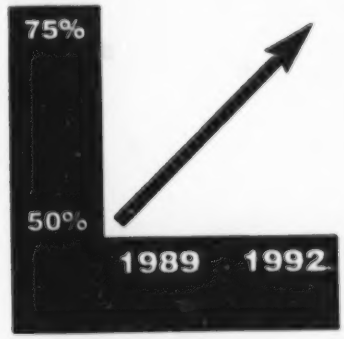
'It's no coincidence that we are starting to see results now on our bottom line four years after our language and literacy training program started.

'We make the most of the resources we have, which are our people. We are building up their skills in the workplace so that we can turn out a better product and make more profit. And that is what we are doing. We can prove it,' said Ron.

The results at Pacific Air Conditioners

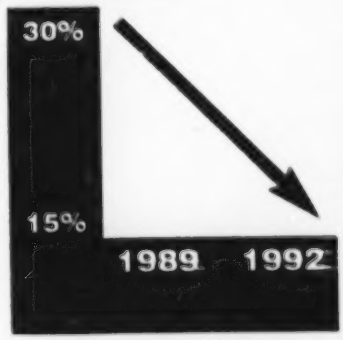
Training per employee per year

Market share



Lead time for orders

Employee turnover



Tips for recognising a literacy problem

How often have you heard any of these complaints?

Supervisor

'I ask people to do a job and they say they can't do it but they can't explain why.'

'Some people need help reading notices and letters.'

'Time sheets and adding up are poor. Figures don't tally.'

'People can't participate in meetings and team processes.'

'Spelling and handwriting are a problem. I always have to rewrite reports.'

Employee

'I read slowly and lose track of what it's about.'

'I can't fill out the log book.'

'I don't understand the manuals.'

'I was never any good at maths.'

'I want to learn to spell so I don't have to ask someone all the time.'

'Sometimes I can see a problem but I don't know how to explain it to people.'

The problem

A person with limited literacy skills may be:

- unable to clearly state ideas and problems
- unable to read accurately or with confidence

They may also:

- avoid writing
- be unable to write clearly and accurately
- need help with forms
- have poor basic arithmetic skills, which lead to errors and inaccurate data
- be reluctant to consider applying for promotion or take on new tasks

The result

The effect of literacy and language problems can include:

- time lost due to misunderstandings, explanations and fixing errors
- notices or instructions avoided or misunderstood, mistakes made and explanations needed
- records inaccurately completed
- time wasted on checking or helping with written work
- inaccurate records and timesheets
- frequent wage queries
- extra supervision needed to compensate for lack of self reliance and initiative

Effect on the employee

- lack of self confidence
- low job mobility
- failure to take up promotion and training
- job dissatisfaction

Effect on the shopfloor

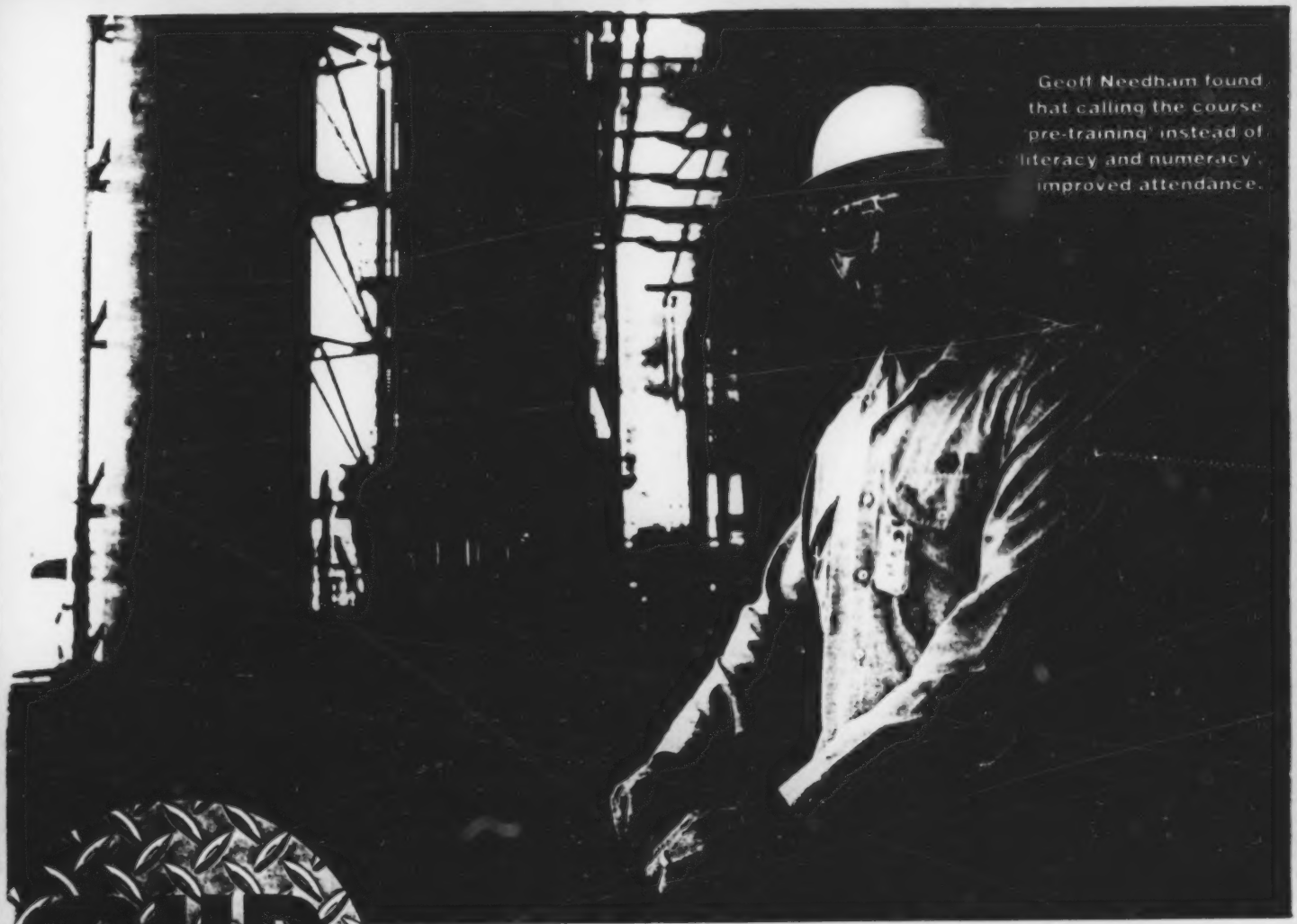
- high level of supervisor intervention
- inflexible work arrangements
- internal promotion hampered

Changes after training

Some basic training could solve language and literacy problems in the workplace.

After training staff are likely to:

- be confident about writing tasks
- read handbooks and notices
- write messages
- pass on accurate information
- understand detailed computer information
- express ideas clearly
- understand what is required of them
- benefit from further training
- require fewer explanations
- be able to train others



Geoff Needham found that calling the course 'pre-training' instead of 'literacy and numeracy' improved attendance.

BHP takes a longterm view

BHP Steel was one of the first Australian companies to develop a training culture.

A study commissioned in the late 1980s found that many employees in one BHP division did not have appropriate language and literacy skills for their present jobs. It also showed they would have difficulties meeting future literacy requirements.

The Slab and Plate Products Division (in Port Kembla) had used the Adult Migrant English Services (AMES) to assist non-English speaking workers for 15 years. However more was needed.

In 1989, the Open Learning Centre was established.

This Centre caters for BHP employees whose language, literacy and numeracy skills were a barrier to workplace training and restructuring. The centre promotes and provides literacy programs.

Difficulties to be overcome:

- a diverse workforce with a range of literacy needs
- the perception that employees were too old to undertake training
- the expectation of immediate improvements
- reluctance to release employees for training

Assess skill levels

A literacy skills audit was done on a one-to-one basis. Phil Crawford, coordinator of the Open Learning Centre explained:

'We needed to identify the literacy difficulties of individuals and then design appropriate training to meet those needs.'

Planning is crucial

- link literacy training to specific workplace training needs
- allow for appropriate language and literacy levels needed to undertake the training
- have achievable goals based on entry level and exit needs
- divide training into manageable learning steps
- provide a positive learning environment that ensures all a level of success
- encourage supervisors and others responsible for releasing staff to see pre-training as important.

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Selling courses as pre-training, not literacy

How a course is named can be important to its success.

Geoff Needham, training officer in the Gas Processing (Coke Ovens) department of the steelworks found that the name of the course was important.

Some earlier language and literacy programs had failed. This was found to be because the programs were called "literacy and numeracy" and there were "teachers" involved. It smacked of going back to school and setting yourself up for failing again.

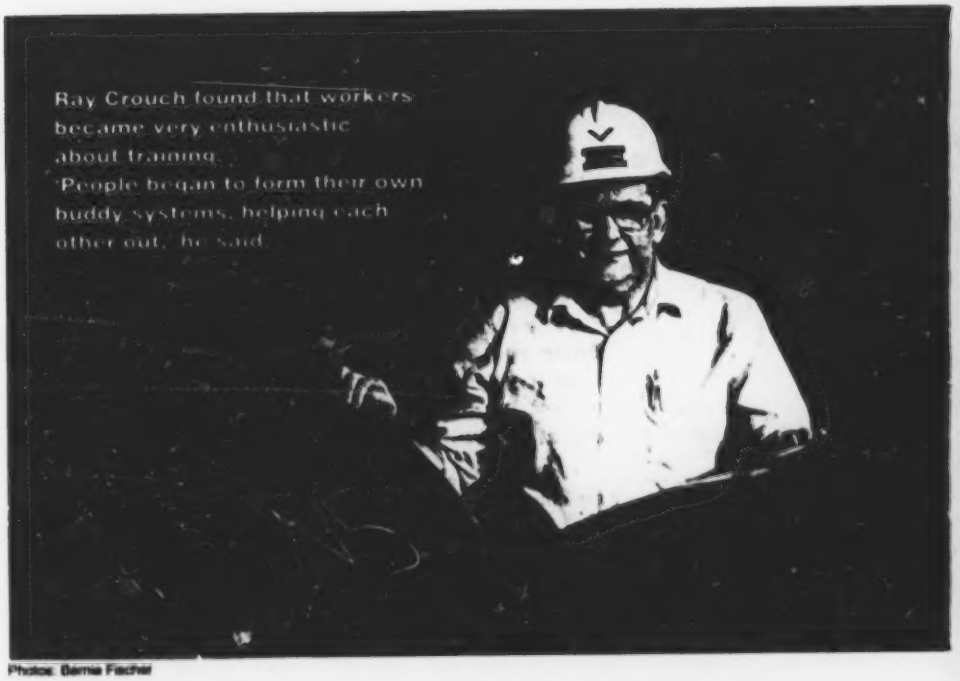
The Open Learning Centre changed the name to 'Pre-Training Program' and the course was redesigned to meet the specific needs of the employees in that department. Attendance and results have been good.

Measuring success by total quality improvement

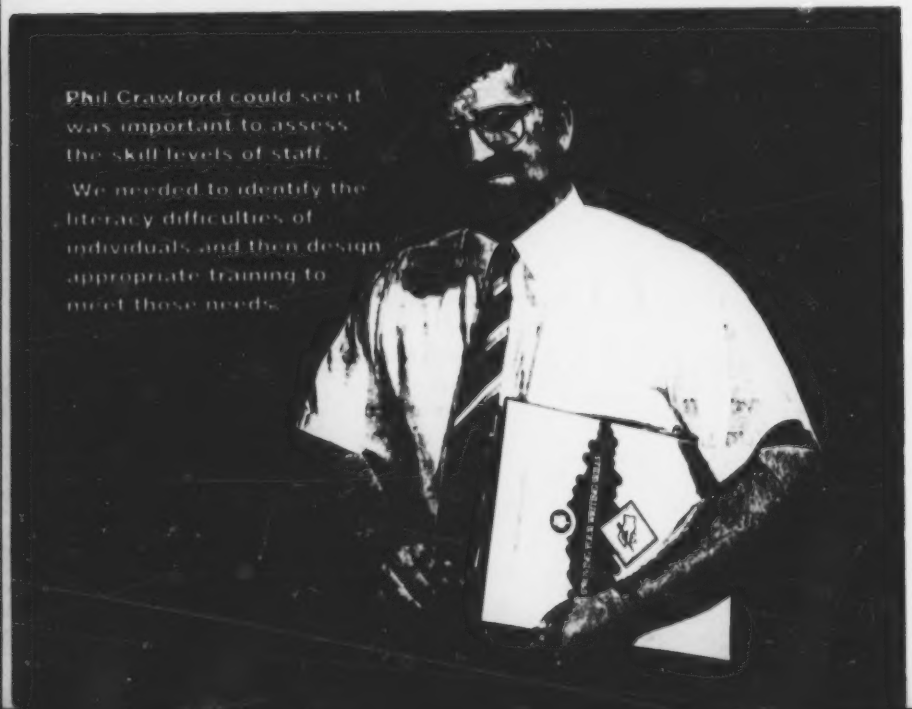
Geoff says it's still too early to look for productivity increases:

'We will evaluate the success of the program by total quality improvement. For example the coke quality and consistency, a d factors like reduction in emissions, spillages and time-outs. All things which cost the company money.

'These things are a result of how well people do their jobs. I predict we will be observing trends of improvement in five months, but it will be at least five years before we can put anything on paper. That's the sort of longterm strategy you have to have,' said Geoff.


Ray Crouch found that workers became very enthusiastic about training.
'People began to form their own buddy systems, helping each other out,' he said.

Photos: Bernie Fischer


Phil Crawford could see it was important to assess the skill levels of staff.
'We needed to identify the literacy difficulties of individuals and then design appropriate training to meet those needs.'

Improving skills transfers

Ray Crouch, training supervisor in Hot Coil Processing and Despatch says supervisors are already seeing the benefits of job-related literacy training.

Some operators now have the skills to write comments on their daily reports. This has been a great improvement. The people who attend the program help each other to develop their literacy skills. The supervisors are happy to encourage this sharing of information.

After the success of the first program in 1990, Ray says people were clamouring for places.

'Once they got over their fear of being in a classroom and having to express themselves in front of their peers, they went great guns. People began to form their own buddy systems, helping each other out. A few people were so keen they attended both the intermediate and the advanced courses at the same time,' he said.

Ray has also been happy to see a change in the way people now work together after they have completed a language and literacy course.

'There is a lot of skill transfer going on. People who are now familiar with the learning process are enjoying teaching others parts of their jobs,' he said.

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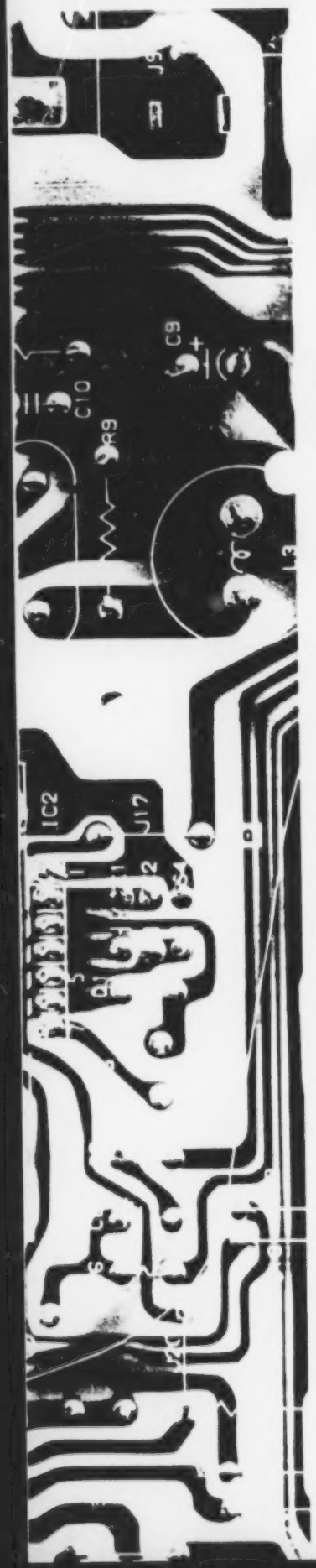


FOOD INDUSTRY

takes up the training challenge

A recent Australian Bureau of Statistics survey found that the Australian Food, Beverage and Tobacco Processing Industry was one of the six lowest industries in per capita training expenditure.

It is also the largest manufacturing industry in the country, with a turnover of $30 billion a year.

Thousands need training

About 80,000 food industry employees need some form of language and literacy training to benefit from vocational training. According to Cheryl Downie, literacy project officer with the National Food Industry Training Council, there has not been a culture of training in the food processing industry.

'There are massive cultural barriers to overcome. Language and literacy training is still seen in many sectors as just a feel-good option. It's not seen as having any relevance to improved productivity,' said Cheryl.

Training bodies aim for quality

The National Food Industry Training Council (NFITC) is working towards the establishment of a structured, accredited training approach for the Australian Food, Beverage and Tobacco Processing Industry.

The plan is to implement an industry-wide system of vocational education and training. This will be known as the Certificate of Food Processing (CFP).

'If companies want to be internationally competitive and reach best practice it means innovative work design, training and customer focus.

None of these can be achieved in the food industry without language and literacy training.'

Max Ogden, skills formation and work organisation adviser, ACTU

'Traditionally there has not been a culture of training in the food processing industry.'

Cheryl Downie, National Food Industry Training Council

The CFP will initially be a set of three competency levels, with further provision for two more.

Food industry training model caters for diversity

Cheryl Downie says that the Food Processing Industry has consulted with a variety of industries, to ensure that literacy, language and numeracy skills are relevant to the work being performed and integrated into the CFP in the best way possible.

'It has been very useful to have a model like the Vehicle Industry Certificate to look at. However the automotive industry is very different to the food industry. In automotive you have just four or five large companies whereas in the food industry you have about 4000, most of which are small companies employing 20 people or less.

'In the automotive industry car manufacturing procedures are generally standard operating procedures in each organisation. Within this industry there are approximately 18 different manufacturing sectors, with an enormous diversity of products. With hygiene and sanitation practices for example, what is appropriate for aerated waters, may not directly transfer to the baking sector. This diversity has to be catered for in training programs,' says Cheryl.

Cheryl is convinced that thorough preparation and planning will pay off.

'It's a time for reflection in the food industry and for people to be open-minded towards training issues. So many of the employers don't realise that addressing the literacy, English language and numeracy needs in their organisation is in fact good for business,' she said.

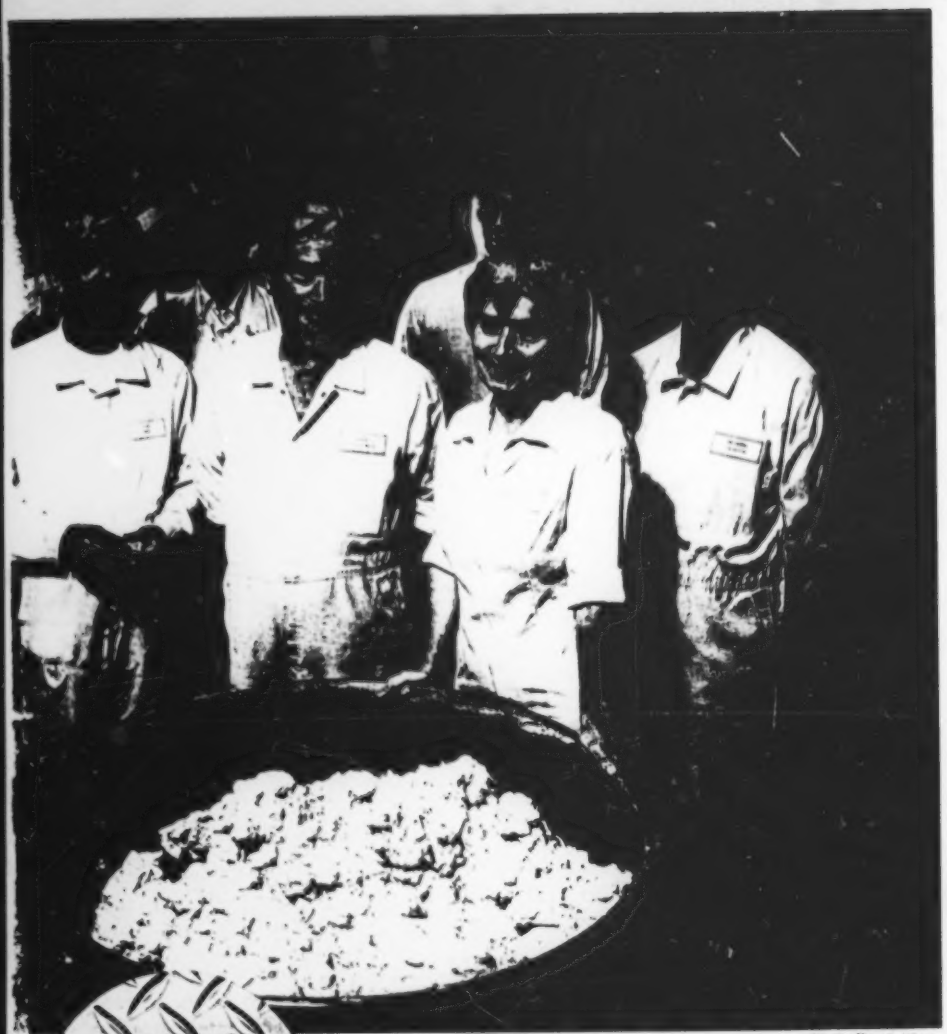


Photo: David Johns

PAMPAS puffs up its training

Pampas in Melbourne is undergoing a Total Quality Management (TQM) restructuring program. These changes have presented enormous challenges for every area of the organisation.

Pampas has about 160 employees, 70 to 80 percent are from non-English speaking backgrounds. They represent 30 different languages. Many have low levels of formal education in their first language.

This workforce profile is representative of many companies in the industry.

Pampas managers called in the Adult Migrant Education Service, who, with TAFE trainers and supported by management and unions, assessed the company's training needs.

Training widely supported

A general survey of language skills among staff revealed that 95 percent saw the need for a coordinated and integrated English language and literacy training program.

Some other issues revealed by the survey include:

- TQM appears to have made employees aware of a coordinated process for problem solving.
- English language problems impact on the functioning of TQM teams. This factor is relevant to both team members and team leaders.
- People who believed they had low English language skills were uneasy about taking leadership roles.

Small steps add up for Don Smallgoods

Four years ago Don Smallgoods in Melbourne decided it was time to restructure. They wanted to introduce cooperative management and TQM principles.

With 96 percent of the workforce from non-English speaking backgrounds it looked like a formidable task.

Eighty-six percent of the workers were from the former Yugoslavia and could understand each other's dialects. Learning English had therefore been a low priority.

However new work practices would change the way workers needed to communicate.

It was an enormous challenge. 'We've learnt that there are no shortcuts,' says training manager, Nick Constantino. An audit revealed that the majority of staff would benefit from language and literacy training.

Nick Constantino says it has taken a bit of effort to convince senior managers in the company that language and literacy training is crucial.

'Generally manufacturing people are concerned about output, but we are fortunate in that we have a management team which believes in strategic planning.

'We are making significant progress. The workforce is participating in the teams and using the skills they are learning,' says Nick.

The company has set up an open learning centre to ensure that English language training is integrated into the workers' skill development .

'It hasn't been easy,' says Nick. 'People don't learn skills by attending short programs. They need to be committed to continue learning at work and also outside the workplace.

'Our philosophy is to consolidate each small step – helping people understand the changes before we move on.'

COMMUNICATION

in the restructured workplace

Oral and written communication play an important role in the restructured workplace.
Here are some examples:

ORAL LANGUAGE

- Listening and speaking in meetings between managers, supervisors and employees
- Listening and speaking in group problem solving meetings
- Listening and speaking in consultative committees
- Talking in training programs
- Giving on-the-job instructions to other team members
- Summarising and explaining written procedures to other team members
- Listening actively to the inquiries, questions and problems of other team members
- Asking meaningful questions and giving meaningful answers
- Talking effectively in a noisy or busy environment

WRITTEN LANGUAGE

- Reading and writing documents and records that you will be accountable for
- Reading working procedures and technical manuals
- Reading and writing agendas, minutes and reports for meetings
- Reading training manuals and resources
- Reading information on industry change
- Reading newsletters, bulletins and reports
- Reading safety signs, notices and regulations
- Reading union newsletters, magazines and notices
- Reading job descriptions, restructured awards and competency standards
- Reading and writing on computer screens.

Adapted from training modules produced for the Centre for Workplace Communication and Culture at the University of Technology, Sydney, by Diana Slade and Nicky Solomon.

Photo: David Johns

Kodak builds basic education into training

Kodak Australasia has been restructuring for the last two-and-a-half years. Their award structure has decreased from around 15 to five unions and a new productivity and performance-based structure has been implemented.

Due to the complexity of the work at the plant, Kodak did not expect to find large numbers of workers with low levels of literacy and numeracy skills. However they wanted to be sure so they carried out an extensive internal audit.

'We didn't look at the literacy and numeracy issue in isolation. It was more about providing an equitable chance for people to undertake and comprehend future training,' said human resources consultant, Mike Benham.

Low literacy levels were identified in some workers in the more base level jobs. Mike Benham says the company recognised that in the higher level jobs there were also people who could benefit from some basic language and literacy education.

'Our new structure suggests to people that to move from one position to another they need to do certain training.

'It'll be functional, skill and knowledge training. Literacy and numeracy aren't necessarily built into any of those, so doing the basic education training will enable people to move easily through the extra training,' said Mike Benham.

Within the organisation, the basic education program is seen as a huge morale booster. Early spin-offs include an increase in self-esteem and confidence of participants, an increased readiness to act as a team, a clearer understanding of supervisor's roles and greater comprehension of in-house training.

'We didn't look at the literacy and numeracy issue in isolation. It was more about providing an equitable chance for people to undertake and comprehend future training.'

Mike Benham, (above)
Human resources consultant,
Kodak Australasia

How to get a literacy course up and running

Planning

Careful planning is essential. It is important to involve as many people as possible.

- Form a group made up of managers, supervisors, union representatives and workers. This group will be responsible for running courses.
- Audit the skills of all workers.
- Decide what topics the courses will cover.

Promotion

It may be difficult for people to admit they need help. It may be better to call courses 'communication' rather than literacy.

- Ask the literacy teacher to speak to all workers.
- A personal approach can be best.

David Lonsdale, the training officer at Shoalhaven City Council found that it was hardest to get people to the first course.

'It's a very sensitive area. People take any suggestion that they need help fairly personally. We were lucky we could use our safety officer to convince people to go.

'The blokes had all known him for years, he used a very informal approach and they knew that he was aware they had trouble reading and writing,' said David.

Evaluation

It is important to evaluate courses. If evaluation is comprehensive it can lead to improvements in future courses.

- The support group and senior management should be given regular verbal progress reports.

'When training is about to start, objections can come from unexpected quarters. Leading hands and supervisors start to make excuses and say they are too busy to attend. These people may have literacy problems themselves.'

Sue Naylor, manager Workplace Skills Unit, Swinburne University of Technology (TAFE division)

- Survey as many people as possible about the courses – managers, participants etc.
- The cost of running the course should be weighed against the benefits it will bring. Calculations should include potential losses of not running the courses.

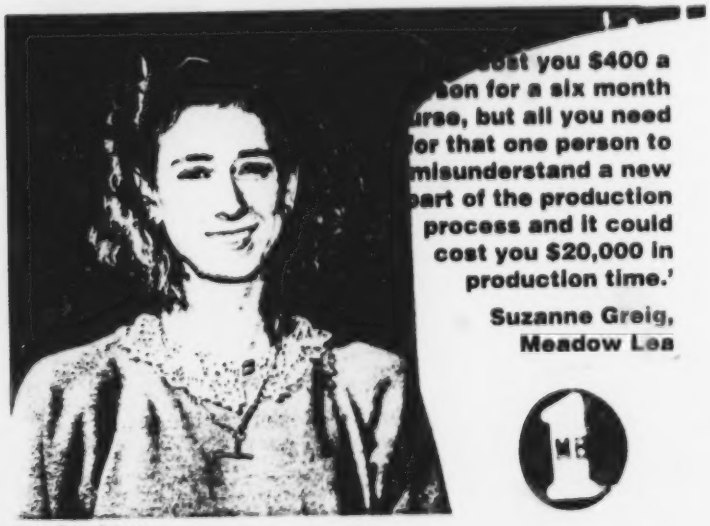
As Suzanne Greig, the NSW training manager at Meadow Lea said:

'The money you put into training a person is outweighed by the benefits to the company. It might cost you $400 a person for a six month course, but all you need is for that one person to misunderstand a new part of the production process and it could cost you $20,000 in production time.

'At the very least everyone who has done one of the courses now has the confidence to say,"no, I don't understand", or to ask questions,' said Suzanne.

Work with your training provider to get a course up and running but keep the points listed here in mind.

For more information see page 21.



...ost you $400 a ...on for a six month ...rse, but all you need ...or that one person to ...misunderstand a new ...art of the production process and it could cost you $20,000 in production time.'

Suzanne Greig, Meadow Lea

Photo: Peter Solness

The *Just Step Forward* kit provides useful strategies for the introduction of language and literacy training.

See page 20.

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It is crucial to include communications training at every level of the organisation according to Phil McMahon (right), Human Resource Manager at Monroe Australia.

Photo: Rosie Boehm

Maximising the potential of employees at MONR

At Monroe Australia, in South Australia, they make shock absorbers. They also have a workforce which is capable of making speeches and complex presentations at meetings. This has happened after five years of language, literacy and communications training.

Monroe has a workforce of 500 people. Five years ago they started with an English as a Second Language program for their migrant workers. Then they realised they needed a language and literacy program for some of their Australian born workers as well. Today they have just one basic skills language and literacy program running. The workforce has moved on to learning much more advanced communications skills.

Each employee receives about 47 hours a year in training, a large amount of which is communications based.

The after training figures look good

All training is in company time, which means some time on the shop floor is lost. However, Human Resource Manager Phil McMahon says the productivity equation is definitely enhanced:

'The improved ease of communication of all workers has coincided with quality indexes within the company going up, despite lost time on the shop floor. We have less injuries, better safety procedures, improved work design, but the real assessment comes from the supervisors on the shop floor. People can fill out log books, participate in quality circles and benefit from further training – things they could never do before.'

Everyone in the company is involved in a training program at some level. Phil McMahon believes it is essential to fully integrate training programs through a diagonal slice of the company, so there is a feeling of the whole company being on the move, instead of just some sections.

Phil's advice to managers who are still not convinced of the importance of language and literacy issues:

'Take down your shingle and get out of the business! You're not professional. How can you maximise the potential of your employees without giving them the opportunity to understand what is going on in the company?

'If you are still not convinced then you have a responsibility to get out and see what is going on. You might not be convinced by the rhetoric, but you will be by what is going on. That's what "best practice" is all about – companies showing other companies what can be achieved.'

'If you are still not convinced then you have a responsibility to get out and see what is going on. You can come to Monroe any day to see what we are doing!'

Phil McMahon,
Human Resources Manager,
Monroe Australia

Funding opportunities

Your company's commitment is the bottom line. However some government funds are available.

Generally training providers will work with companies to find the best options. The initiative for literacy courses at Coca-Cola Bottlers came from a joint management and employee committee. The committee noticed that staff were having problems with new machinery. They approached a training provider for assistance.

'They explained the services they could provide and gave us advice on how to set up literacy courses in our workplace,' said Donald Wilson, a forklift driver and committee member at Coca-Cola.

'The committee prepared a presentation for senior management. They were extremely supportive and agreed to fund a full-time adult literacy teacher to run workplace courses.'

With the help of the training provider, they approached the Workplace English Language and Literacy program (WELL) for funding assistance.

'We applied for a Federal Government grant under the WELL program,' said Donald. 'We have now received $16,000 in grants on top of the $32,000 provided by management,' he said.

The WELL program is jointly managed by the Commonwealth Departments of Employment, Education and Training and Immigration and Ethnic Affairs, in consultation with the Department of Industrial Relations. The program provides grants for workplace language and literacy programs for workers of both English, and non-English speaking backgrounds.

'We were fortunate to have the full support of management in providing a literacy teacher,' said Donald. 'Funding from the WELL program provided us with the resources we needed for the classes.'

You may WELL get help

Funding for up to 75 percent of English language and literacy training costs may be available under the Commonwealth Government's Workplace English Language and Literacy (WELL) program.

Many of the companies mentioned in this magazine have received funding assistance from the WELL program.

These companies include: Ajax Spurways, ACI, BHP, Coca-Cola Bottlers, Don Smallgoods, Monroe and Pampas.

WELL is also funding the development of training resources for the National Automotive Industry Training Board (NAITB), the National Automotive Languages and Literacy Coordination Unit, which is part of NAITB, and the National Food Industry Training Council.

Ford, together with the other major car manufacturers, is participating in the NAITB project.

For more information contact WELL, Tel. (06) 257 6933.

The small business dilemma

Small business is also undergoing a 'restructuring' process. Changes to traditional ways of working often require small business owners and their employees to use existing skills in different ways and to learn new skills to meet these challenges.

Finding the time and money for extra training can be difficult, however there are ways around the problem. The options include:

- Attending established off-site English language and literacy classes – perhaps at a local TAFE college.
- Participating, and assisting employees to participate, in an 'open learning' or 'distance learning' arrangement.
- Arranging for a training program on site.
- Providing, or contributing to the costs of, individual tuition on site.
- Working with other local small businesses to establish a program in the local TAFE or training organisation.
- Talking to companies you supply goods or services to. They may have a workplace language and literacy program in place. If so, maybe your staff could join in. ●

Advice for small business

Each state and territory has a government-funded small business service. They provide information, advice and a referral service, including information on vocational training and education for business.

New South Wales
Small Business Services
Department of State Development
Tel. (02) 895 0555
Toll free 008 451 151
Fax (02) 635 6859

Victoria
Small Business Development Corporation
Tel. (03) 655 3300
Toll free 008 136 034
Fax (03) 650 2832

Queensland
Queensland Small Business Corporation
Tel. (07) 834 6789
Toll free 008 177 324
Fax (07) 832 3827

South Australia
Small Business Corporation of South Australia
Tel. (08) 212 5344
Toll free 008 188 018
Fax (08) 231 2742

Western Australia
Small Business Development Corporation
Tel. (09) 325 3388 or 220 0222
Toll free 008 199 125
Fax (09) 325 3981

Tasmania
Small Business Service
Tasmanian Development Authority
Tel. (002) 206 888
Toll free 008 030 688
Fax (002) 233 535

Northern Territory
Territory Business Centre
Department of Industries and Development
Tel. (089) 897 914
Toll free 008 193 111
Fax (089) 897 924

Australian Capital Territory
Business Services Centre
Tel. (06) 205 0770
Fax (06) 205 0755

We are definitely producing better quality cars now than we were two years ago. We realise that our integrated language and literacy training program adds value to our business.

Bob Crowley (centre left)

FORD

employees are the competitive edge

In early 1992 the auditorium of the Ford Australia Training Centre in Melbourne was packed. A group of men in their 50s and early 60s were lined up for the presentation ceremony of the 'new' Vehicle Industry Certificate (VIC). The VIC certificate was designed to give formal training to non-trades vehicle builders.

As the first man made his way through the crowd towards the stage, a slide machine projected an image of him at work in the factory onto a huge screen at the back of the stage. The plant manager at the microphone introduced him and told the audience that this man had worked at Ford for more than 40 years.

This worker was told he was a no-hoper when he was at school. It was the first formal qualification he had ever earned.

Recognising prior learning

When the new VIC training program was announced, Ford Australia decided to include 'recognition of prior learning'. Staff were credited for the time they had been with Ford. It was done to encourage workers to participate in the VIC program.

It was something the then chief executive Jac Nasser felt was important. 'If you have worked at Ford for 40 years and haven't learnt anything then it's our fault as much as it is yours,' he said.

The VIC certificate (left)

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Photos: David Johns

Bob Crowley, education and personnel research manager says Ford sees their workforce as their strength.

'With industry restructuring it was assumed that the workforce which had to become multi-skilled was traditionally educated. That was not the case. Forty percent of the people here have language and literacy problems. The workers in this industry are the ones who have been told they are failures by the education system.'

Once a worker has decided to go for the VIC they are assessed on their language, literacy and numeracy competencies.

'This year at Ford there will be approximately 100,000 hours of off-the-job training for the entire workforce. All off-the-job training is in the employees' own time. They get paid for half of it. There is an enormous amount of effort going into it. These people work darn hard in the plant for eight hours and then they come in here for another two of learning. Some of them spend up to 20 hours a week studying,' said Bob.

Setting a training benchmark

The new VIC aims to improve the international competitiveness of the Australian automotive industry. Bob Crowley says there are already promising signs:

'We are definitely producing better quality cars now than we were two years ago. We have realised that our integrated language and literacy training program adds value to our business. It's not just a well intended social agenda.

'We have set a benchmark here at Ford in training which we are able to do because we are a big company. The difficulties that small and medium sized companies have is that they don't have an in-house training facility.

'Despite our past lack of training in international terms, Australia is now providing accredited training successfully to people whose language and literacy problems have previously been barriers to their learning.

'Language and literacy training has been our response to the multicultural society we live in with it's consequent diverse workforce. We are moving into world leadership in this area. Maybe our language and literacy approach will end up being our competitive edge!'

'It was a matter of the industry having to survive by becoming internationally competitive – a case of restructure or die. The automotive industry has always been a litmus test for other industries, since Henry Ford introduced the assembly line.'

Robin Sefton, National Automotive Language and Literacy Coordination Unit

Eight key 'competencies' for productivity

Defining a 'competency' is the subject of hot debate. As the nature of work changes, the definition of competency is also likely to change.

The Mayer Report into education and training needs beyond compulsory education defined competencies as 'what people can do'. The report stressed, however, that competencies are underpinned not just by skills but also by knowledge and understanding.

The eight key competencies

The Mayer Report identified seven 'key competencies'. These competencies will be required in all jobs and are expected to be transferable across all industries.

The Ministers agreed to that list, but in Perth in July 1993 they added an eighth competency.

Competencies require that a worker has the capacity to:

1. collect, analyse and organise information
2. communicate ideas and information
3. plan and organise their work
4. work with others and in teams
5. use mathematical ideas and techniques for practical purposes
6. solve problems
7. use technology
8. understand multicultural issues

Keeping competencies up to standard

To be able to assess competencies there has to be something to measure them against. The Australian Standards Framework can provide this measure.

The Australian Standards Framework has been developed as an eight step ladder. Level one is the lowest level, which would probably be met by school leavers who have the capacity to learn, but no job skills. Level eight would be met by the managing director of a company.

Ideally the training to allow workers to progress through the framework should be available to everyone.

The Australian Standards Framework provides a bridge between the competency requirements of work and the vocational education and training and certification system.

The Australian Committee for Training and Curriculum is currently drafting a National Framework for Adult English Language, Literacy and Numeracy Competence. This will provide a framework for adult basic education and ESL curriculum as well as a reference point for industries which want to incorporate communication competencies into their industry standards.

Adapting standards for the workplace

While the Australian Standards Framework is the generic measure, each industry will develop its own competency standards for all levels of the framework. These standards require ratification by the National Training Board.

Mr Frank Hegerty, the chairman of the Competency Based Training Committee of the National Training Board said:

'We regard functional levels of literacy and numeracy as core competencies. People simply cannot work without them. As for their importance on the job, literacy is up there with occupational health and safety as one of our major concerns.

'Take the current apprenticeship system. It is critical that tradesmen and women be able to read and add up, and we simply take it for granted that they can.'

While multi-skilling and award restructuring encourage skill development for all workers, most will probably only be trained as high as level four of the Australian Standards Framework.

'Most people will only go so far in their jobs,' said Mr Hegerty. 'But by the time you get to level three you are competent enough to have a trade level qualification.

'That requires a pretty sophisticated understanding of literacy and numeracy. You are talking about someone who is qualified to get a builder's gold license. It is a higher level of skill than most people have now.'

Competency in language and literacy is critical

Language and literacy training is crucial to the success of competency based training.

In some cases the training requires a higher level of literacy than the job itself. For workers to be able to progress up the Australian Standards Framework, their literacy levels must increase.

According to Dr Bill Cope, from the Centre for Workplace Communication at the University of Technology in Sydney, the pressure is on.

'Restructuring puts enormous pressure on language and literacy skills because teamwork will be absolutely critical.'

New workplace practices prevented reading difficulties among staff. Don Wilson (right) and other staff approached management for language and literacy training. Don is pictured with David Webb and Margaret Lopez from Coca-Cola Bottlers.

Photo: Peter Sotiriss

In July 1992, the employees at Coca-Cola Bottlers Sydney decided they needed a language and literacy training program.

Fork lift driver and committee member, Don Wilson says it became obvious new skills were needed.

'Much of the old equipment in the plant was being upgraded and the people who had to operate the new machines were having trouble reading the manuals. These people have operated the same machines for more than 20 years but didn't have the skills they needed to learn a new job.

'The company was also talking about opening up career paths for everyone in the plant. How were we going to take advantage of that if some of us had reading and writing problems?'

A committee researched the language and literacy issue and presented a proposal to management.

The general manager was so impressed he gave it the go-ahead on the spot.

Advantages of workers' initiatives

Employee involvement facilitator, Malcolm Collins, says there is an enormous advantage when an employee group takes the initiative.

'The language and literacy skills training program is theirs. They own it and are selling it to everyone else, which is different to a management-led initiative.

'It's very exciting for the company because we've realised that it's not just language and literacy skills that are going to be improved but communication in the workplace as a whole,' he said.

'The bottom line is that the workplace will run more efficiently and our people will have a better working life,' said Malcolm.

According to Don Wilson, it's not only workers who benefited.

'There's also interest from management. They want to raise their skills as well,' he said.

'The language and literacy skills training program is theirs.

They own it and are selling it to everyone else, which is quite different to a management-led initiative.'

Malcolm Collins,
Coca-Cola Bottlers

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Useful resources

A selection of books, videos and papers which provide detailed information about language and literacy in the workplace.

Just Step Forward kit
This kit shows how to introduce English language and literacy training in the workplace. It includes a video, cassette and booklet, and has been designed for training managers and human resource professionals. It provides a step-by-step guide to practical implementation of a workplace literacy program.
Produced by the Department of Industrial Relations and Department of Employment, Technical and Further Education, South Australia. Price $60

Contact Commonwealth Department of Industrial Relations Tel. (06) 243 7349

1992 Language & Literacy at Work: Better Jobs, A Smarter Future
Department of Industrial Relations, Canberra. Available free from the Parliament and Public Affairs Branch, Department of Industrial Relations. **Tel. (06) 243 7864**

The Cost Benefits of Basic Skills in the Workplace
Peter O'Connor Workplace Basic Education Resource Project 1990. Available from the Adult Literacy and Basic Skills Action Coalition. $3 **Tel. (02) 516 1342**

Evaluating Effectiveness in Adult Literacy and Basic Skills
Adult Literacy and Basic Skills Unit (ALBSU) 1991 UK. Available from Queensland TAFE Library Network Centre. **Tel. (07) 840 4849**

Literacy Training the Key to Long Term Productivity
Australian Language and Literacy Policy (ALLP). Literacy and ESL Section, Language and Literacy Branch, Department of Employment Education and Training (DEET). Available free from DEET. **Tel. (06) 276 7712**

Making it Happen: Developing Effective Workplace Basic Skills Programs
Peter O'Connor, Adult Literacy and Basic Skills Action Coalition, 1992. Available for loan through Adult Literacy and Basic Skills Action Coalition. **Tel. (02) 516 1342**

No Single Measure, A Survey of Australian Adult Literacy
Rosie Wickert, Institute of Technical and Adult Teacher Education, Sydney College of Advanced Education,1989. Available from the Faculty of Adult Education, University of Technology, PO Box 123, Broadway, NSW 2007. $10. **Tel. (02) 389 4800**

Progress of Award Restructuring: Case Studies
A report prepared for the Business Council of Australia, June 1990. Available free from the Business Council of Australia. **Tel. (03) 274 7777**

The Resources Book for New Workers in Adult Literacy
Jane Cameron (Ed.), ALBE Resources Unit, 19 Steele Street, Devonport, Tasmania 7310. $10 **Tel. (004) 231 234**

An Equal Chance: Literacy in your Workplace
Australian Language and Literacy Policy (ALLP). Literacy and ESL Section, Language and Literacy Branch, Department of Employment Education and Training (DEET). Available free from DEET. **Tel. (06) 276 7712**

Videos

Fresh Start
Produced by the ABC. Twelve videos, each of 25 minutes tell the stories of adults with reading, writing and numeracy problems. Available from TAFE National Video Resource Centre, Private Bag 19, Moorabbin, Victoria 3189. $45.00 each.

Between the Lines
Produced by Liz de Rome for the Adult Literacy Through Video Project. Four videos with two programs on each make up this series of dramatisations about people who have difficulties with reading and writing. A workbook accompanies the videos. Available from the NSW Film and Television Office. Videos $100, workbook $9. **Tel. (02) 380 5599.**

Best practice

You may be eligible for funding to help you improve your company's work practices.

The Department of Industrial Relations (DIR) has a Best Practice Program. It is jointly administered by DIR and the Australian Manufacturing Council.

This program provides financial assistance to companies on a competitive bidding basis. The funding allows them to undertake reform projects aimed at achieving international best practice and then share their experience with other companies.

The successful companies are undertaking holistic, comprehensive and integrated reform programs. Their programs cover areas such as Total Quality Management, benchmarking and language and literacy training.

The programs demonstrate to Australian industry the benefits of implementing best practice, through, for example, seminars, networks, self-help products (such as the *Benchmarking How-to Manual*, jointly developed with the National Industry Extension Service) and case studies on funded companies.

For further information contact the Best Practice Hotline on:

Tel. (06) 243 7422 or
Fax. (06) 243 7392

Choosing the right trainer

What to look for when choosing a trainer:

Experience

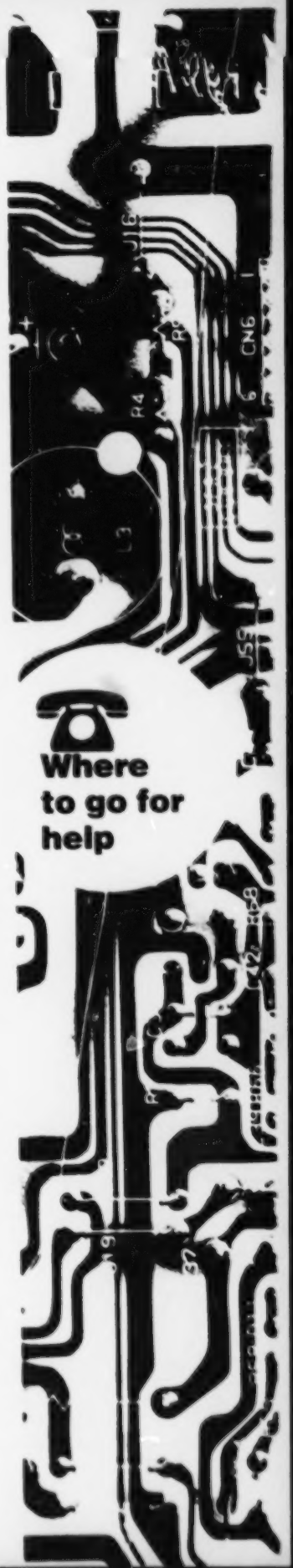
- Find out about other programs the provider has conducted.
- Are they endorsed by employer organisations, unions or industry training boards?
- Do they provide literacy programs which tie in with industry certificates or other workplace training programs?
- What experience do they have with peer tutoring or designing self-paced material?

Process

- Does the provider operate through a consultative committee which oversees the program?
- Do they have written operating guidelines which meet the needs of the workplace?
- Is confidentiality of research and interview material assured?
- Are good assessment, monitoring and evaluation processes in place?
- Can a workplace program be designed or is only 'off the shelf' training available?
- How will material from the workplace be incorporated into the training course?

Services

- Can the provider offer all of the services needed? Will they be subcontracting any of the work?
- Do the programs cover a range of needs?
- Can they advise you about and help you apply for government funding?



Where to go for help

National

- Commonwealth Department of Employment, Education and Training (DEET)
  Tel. (06) 240 8111
- Commonwealth Dept of Industrial Relations, Labor Relations Equity Section
  Tel. (06) 243 7728
- **NOTE:** Food Industry Language and Literacy Initiative Program (FILLIP) and Agri-Food Council Secretariat have been combined and amalgamated and now managed by National Food Industry Training Council
  Tel. (03) 380 8344
- Trade Union Training Association (TUTA)
  Tel. (03) 662 1844
- Workplace English Language & Literacy Program
  Tel.(06) 257 6933
- Centre for Workplace Communication and Culture, University of Technology
  Tel. (02) 330 3926

Australian Capital Territory

- **NOTE:** Adult Migrant Education TAFE is now known as English as a Second Language, Canberra Institute of Technology
  Tel. (06) 257 5959
- Workplace Basic Education TAFE Adult Preparatory Department.
  Reid Campus **Tel. (06) 207 3412**
  Southside Campus **Tel. (06) 207 4911**
  Bruce Campus **Tel. (06) 307 4348**
- Workplace Communication Training, Neal Baudinette
  Tel. (06) 244 3657
- Workplace Education Unit TAFE
  Tel. (06) 207 4959
- NLLIA Business Language Services (moved from South Australia
  Tel. (06) 381 3366

New South Wales

- Australian Centre of Languages Workplace English courses
  Tel. (02) 742 5277
- Adult Literacy Information Office
  Tel. (02) 716 3666
- English in the Workplace Adult Migrant English Service NSW
  Tel. (02) 299 9218
- TAFE Workplace Education Anna Russell/Vic Margen, Foundation Studies Training Division
  Tel. (02) 672 9555

Northern Territory

- Aboriginal Education (town)
  Tel. (089) 511 311
- Aboriginal Education (settlements) NT Open College
  Tel. (089) 569 839
- Adult Literacy Project Officer NT Dept of Education
  Tel. (089) 894 316
- Adult Migrant Education Centre
  Tel. (089) 278 344
- TAFE Workplace Education, Katie Hughes, Adult Literacy, Department of Education
  Tel. (089) 894 316

Queensland

- Southbank Institute of TAFE, Coorparoo Campus (NOTE: formerly Access Equity & Foundation TAFE TEQ) Ann Kelly
  Tel. (07) 847 0610
- TAFE Queensland Literary Services Unit (formerly Adult Literacy Information Office Workbased Communications Unit TAFE TEQ)
  Tel. (07) 259 4371
- Adult Migrant English Service
  Tel. (07) 221 5328
- Language Services Unit TAFE TEQ
  Tel. (07) 221 5238

South Australia

- Employment and Training Division, Department of Employment and TAFE
  Tel. (08) 226 3398
- Workplace Education Service South East College of TAFE, Sharon Wiles
  Tel. (087) 35 1222

Tasmania

- Adult Education Division, Department of Industrial Relations, Vocational Education and Training
  Tel. (002) 337 237
- Adult Migrant English Centre
  Tel. (002) 337 119
- School of Education, University of Tasmania
  Tel. (002) 202 532
- TAFE Workplace Education, Adult Education
  Tel. (002) 33 4681

Victoria

- Adult Basic Education Unit Western Metropolitan College of TAFE
  Tel. (03) 284 8888
- Adult Migrant Education Service
  Tel. (03) 663 2781
- Council of Adult Education, Workplace Education
  Tel. (03) 652 0633
- Workplace Learning Initiatives Propriety Ltd
  Tel. (03) 848 9311
- Office of Training and Further Education
  Tel. (03) 628 2333
- Workplace Skills Unit Swinburne University
  Tel. (03) 819 8492

Western Australia

- Adult Literacy Services Bureau
  Tel. (09) 336 3229
- State Employment & Skills Development Authority
  Tel. (09) 235 6222
- Industry Education Services Adult Migrant English Service
  Tel. (09) 325 1804
- Workplace Basic Education Unit
  Tel. (09) 427 2591
- The WELL Program
  Tel. (09) 429 3701

Manager impressed by literacy success

When I first introduced our English in the Workplace training program I was sceptical.

It was the union delegate who'd given me the lead. Ninety percent of our workforce is from a non-English speaking background – we were reorganising our manufacturing plan and it became obvious we had a problem.

It's been outstandingly successful. The impact on our workers is what I've really noticed. They've shown a whole new range of confidence. When I come into the factory they look up now, whereas before they looked down. There's now a tendency to communicate rather than avoid it.

We're also moving into the introduction of self-directed work teams, and it's been a very good beginning to that.

Our main problem was convincing our managers. It's never been done this way before but they're positive now.

I think that English language and literacy training is turning out to be a key part of improving our act.

My view is that, if you are going to be successful, you have to move from a controlled environment to a committed one.

Bruce Haynes,
Managing Director, Columbia Pelikan

'This thrust towards greater training is being hampered enormously by the lack of literacy skills throughout the Australian workforce.'

Ian Spicer, chief executive, Australian Chamber of Commerce and Industry

'Continuing innovation in industry, in order to gain that competitive edge, requires constant effective communication at all levels. Language and literacy training is obviously the foundation for that.'

Brian Hickman, management consultant and company director, member of National Board of Employment, Education and Training

Language & Literacy

DEET

'IT'S THE WAY TO GO' say industry leaders

'We are a nation of individuals who can be motivated to give great commitment to a task if we believe it is worthwhile. At Heytesbury, I am working with people not capital. Heytesbury used to be like a pyramid with the focus on one person, Robert, at the top who was achieving all the objectives. I want to turn it upside down with 3000 people achieving the objectives instead. One day I hope that 3000 people will be on the cover of BRW – not just me.'

Janet Holmes a Court, executive chairman, Heytesbury Holdings

'Literacy is now an industrial issue in the same way in which wages, superannuation, child care and health and safety are. The ACTU has recommended that all award restructuring negotiations include recognition of the significance of English language training specifically, and literacy and numeracy generally.'

Martin Ferguson, president, ACTU

Life becomes an open book for mates at Liddell

Workers learn the power of words

Improved literacy skills mean that Terry O'Hara and Ian Duggan can now participate fully in the restructured workplace at Liddell power station.

Terry O'Hara collects books and Ian Duggan is studying for an adult apprenticeship after thinking he would be a cleaner for the rest of his working life. At the age of 49 and 38 they learnt how to read.

Both men work at the Liddell power station near Singleton in NSW and are among 550 employees offered the chance to do workplace literacy and numeracy courses.

Pacific Power, which runs the power station, realised three years ago that low literacy and numeracy levels among staff were preventing necessary retraining and multi-skilling of their workforce.

Both men had to cut their schooling days short through family circumstances.

Being able to read has helped Terry O'Hara study to be a rigger, learn about hydraulics and he hopes to train as an engineer next year.

How to get value from your training dollar

English language, literacy and numeracy are the building blocks of all workplace training. If these skills are inadequate, workers and companies will get little benefit from other vocational training.

Well planned training will pay dividends in improved productivity, safety, innovation and loyalty.

Inside:

The facts about workplace communication

How to make communication part of training programs

Tips on planning a training course

Choosing the right trainer

Training without communication skills can waste money

Some companies waste as much as two-thirds of their training budgets because their workers do not have adequate English language or literacy skills to benefit fully from training programs, according to Denise Oakley, coordinator of the Workplace Language Unit at Melbourne's Outer Eastern College of TAFE.

'Assessing English language and literacy skills should be the first priority for TAFE or in-house trainers when planning a skill enhancement program.'

DENISE OAKLEY, MELBOURNE'S OUTER EASTERN COLLEGE OF TAFE

Denise said that in one workplace she found only two of the 15 participants had the communication skills to benefit from a proposed training program.

'I told management they'd be throwing money away unless we tackled the English language and literacy problem as an integral part of the training,' said Denise.

'The problem affects a wide range of people. It may be people from English or non-English speaking backgrounds on the factory floor who can't read instructions. It could also be managers who can't write a clear business letter.'

Denise said assessing English language and literacy skills should be the first priority for TAFE or in-house trainers when planning a skill enhancement program.

Employees and managers are more likely to support English language training if it is related to tasks in the workplace.

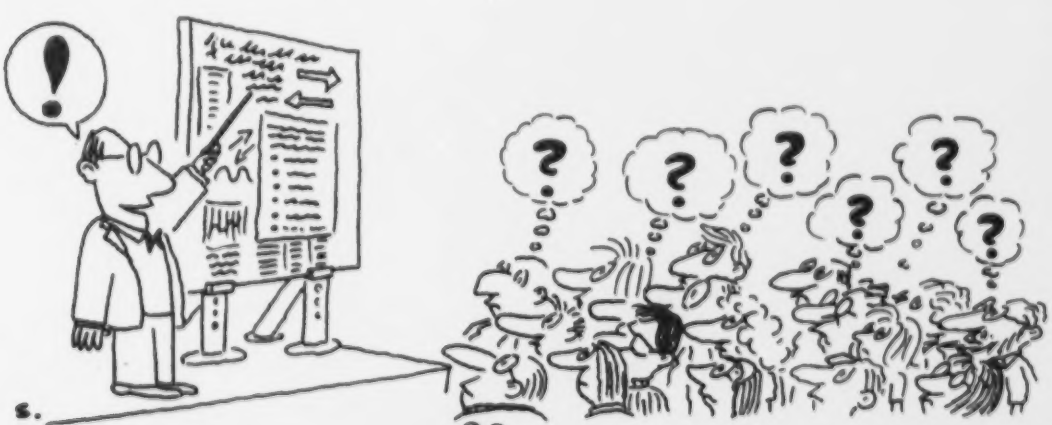
'Management and workers should be told the aim of the classes is, for example, to help people read certain job instructions, or do an accurate production count, or plot things on an XY graph,' said Denise.

Make the most of existing skills

Making communication skills an integral part of your training program will ensure you get maximum benefit from your employees' skills.

When communication skills are built into a training program, workers will be able to:

- get maximum benefit from training sessions;
- access information from training manuals and computer programs;
- come to grips with advanced technology;
- understand new forms of organisation (eg. quality circles and 'just in time' inventory);
- implement new forms of quality assurance which involve following standard written job procedures.



Communication in the workplace - the facts

There is little point in training people if they cannot understand what they are being taught. Yet many workers do not understand training sessions because they cannot read, write, speak or understand English properly.

Low literacy is a problem

It is estimated that one in seven Australian workers has some kind of literacy problem. This often means they cannot read or write enough English to cope with basic safety and performance requirements of their job.[1]

Half of these people are from English speaking backgrounds. We can't assume that because people are from English speaking backgrounds or have been through school that they have adequate literacy skills.[1]

The figures

- 50-80 per cent of food industry workers,[2] and
- One in five workers in the metal industry[3] are estimated to have literacy problems.

The cost to business

- Communication problems caused by low literacy cost time and money, and therefore reduce productivity and profits.
- It is estimated literacy problems cost the Australian economy almost $6.5 billion each year. [4]
- Industrial accidents caused by language and literacy problems are estimated to cost $13 million each year.[5]

The cost to employees

Employees with low literacy skills are denied what other workers take for granted.
Disadvantages include:

- Inability to read signs, notices, and safety warnings.
- The need to ask workmates for help.
- More accidents at work.
- Reluctance to apply for promotions or take on more responsibility.
- Reluctance and inability to take on training opportunities.

REFERENCES

1 These figures are based on a study by R. Wickert, *No Single Measure*, Commonwealth Department of Employment, Education and Training 1989, which estimated that one in 10 adult Australians had literacy problems. This extrapolates into one in seven workers, given 70% of adult Australians are in the workforce.
2 Food Industry Training Council Strategic Plan 1991
3 *The Australian Language and Literacy Policy*, AGPS 1991.
4 ACTU submission to the House of Representatives Inquiry into Literacy Needs.
5 Thorsten Stromback, Alison Preston, WA Labour Market Research Centre, *The Cost of Low Levels of English Proficiency Amongst Immigrants in the Workforce*, Bureau of Immigration Research

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It's not just for non-English speakers

People with English as their first language also need to develop their communication skills. Limited literacy often shows up only when employees are promoted or their duties change.

This is happening more and more as restructuring eliminates many long-standing technical, job-specific tasks. Literacy skills which were adequate 10 or even five years ago may not be adequate today.

For example, a 'large proportion' of club staff probably have some form of literacy problem, says Terry Ashton, Training Services Manager of the NSW Registered Clubs Association.

Literacy skills which were adequate 10 or even five years ago may not be adequate today.

'Reading and writing difficulties may be the reason why some people are apparently quite happy to stay behind the bar for 20 or 30 years,' he said.

'But literacy problems will become more evident with the new restructured awards. It won't be enough to say, "Sam's been a good barman for the last 20 years, we'll make him a supervisor." People will have to have their competencies formally recognised before they can progress.

'That will bring out the literacy problems everyone suspects are there, but have no empirical evidence for.'

The benefits of English language and literacy training

Businesses and workers all benefit from literacy training through:

- increased productivity – costly mistakes are avoided when standard operating procedures are followed correctly;
- higher quality products – standards improve when workers record, read and interpret information efficiently;
- improved health and safety and fewer industrial accidents;
- better communication between workers – teamwork means improved efficiency;
- increased confidence among workers, leading to a greater sense of involvement and increased productivity;
- better communication between management and workers – problems are identified and better methods discussed;
- greater involvement and overall success in other training programs.

How to make literacy part of training programs

'Most successful workplace communication programs start life as pilots with funding from the Workplace English Language and Literacy (WELL) program or other government funds,' says Barry Strickland, from the Adult Literacy Services Bureau in Western Australia.

Barry, co-author of a study on good practice in providing workplace language and literacy programs, says there are no watertight formulas or blueprints for success.

'Because a particular approach has been successful in one workplace, it doesn't necessarily follow that it will be in another,' said Barry.

Barry looked at 16 examples around Australia in a report for the Commonwealth Department of Employment, Education and Training.

'The first program usually convinces management and employees of the need to provide English language and literacy training in the workplace,' he said. 'Communication training is then often absorbed into in-house training programs. Once this happens, literacy becomes integral to training and not a separate issue.'

How small companies can do it

Making English language and literacy training part of workplace training is not just for big companies. Communication skills are also important for the success of small business.

Several options are open to small companies requiring communication training, says Michael Kooperman, English in the Workplace coordinator for the Adult Migrant Education Service in Perth.

For example, AMES in WA offers one-to-one tuition in the workplace for less than $1,000 for a 30-hour course. Courses for small groups of 10-12 people can also be organised. A cheaper option may be to attend a class at a local TAFE college.

AMES can also help place small business employees in other company programs. A small business supplying products or services to a larger company with a workplace language or literacy program may be able to link up with its classes.

Michael Kooperman gets a lot of calls from small business these days.

'I recently had a meeting with a small automotive parts retailer,' he said. 'They have a talented apprentice who is struggling to keep pace with his studies because he needs to improve his English language and literacy skills.

'Several options are open to small companies requiring communication training.'

Michael Kooperman, Adult Migrant Education Service, Perth

'Another company wants to promote a sheetmetal worker to leading hand but he needs communication skills,' he said.

Tips on planning a training course

Involvement and support

- Involve managers, supervisors, trade unions, worker representatives and trainers at every stage.
- Talk to supervisors to win their support, ask them who they think needs training most.

Participation and promotion

- Make participation voluntary.
- Ask employee representatives to spread the message that jobs are not at risk.
- Put multilingual publicity on bulletin boards, use interpreters for information sessions if necessary.

Don't call it a literacy or even a basic skills program. Use a positive name such as 'communication skills for teamwork', or 'communication skills for training'.

Link it to the job

- Link training to workplace goals. Don't just single out the least-skilled people for non-specific training;
- Establish clear, modest objectives, regular feedback and joint evaluation.

Make attendance easy

- Arrange class times to suit trainees, shift times etc;
- Establish firm procedures for attendance - decide who has the authority to withdraw someone from a class if a problem crops up;
- Provide on-site training to minimise work disruption and maximise attendance;
- Provide a comfortable environment and an atmosphere which encourages people to join in;
- Eliminate external pressures and distractions.

Keys to success

1. Find out the level of trainees' literacy and numeracy abilities. Don't ignore English speakers. Many of them may need literacy training.

2. Don't assume trainees have the skills and confidence to understand the training material, take notes effectively or be able to fill in forms, read and understand signs and written instructions, ask questions or know how to approach examinations.

3. Promote literacy and English language training as:
   - Part of overall skills upgrading, not a separate reading and writing class;
   - A chance to improve promotion prospects and get pay increases;
   - A way of raising awareness of health and safety;
   - A way of getting best value out of limited training dollars;
   - A way for staff to participate more fully in workplace decision making.

4. Don't call it a literacy or even a basic skills program. Use a positive name such as 'communication skills for teamwork', or 'communication skills for training'.

How to set up communication training – A five-step plan

1. Have a committee to rally support

Get support for a survey of English language and literacy skills and needs.

If there is no consultative committee, establish one to promote and oversee communication training needs.

The committee should have as high a profile as possible to demonstrate senior management support. Support from people who can influence change quickly, such as supervisors and union delegates, is also vital.

2. Assess the English language and literacy needs of workers

Do employees have the English language and literacy skills to understand course content and meet training objectives?

Specialist advice can help you assess literacy and language skills.

Are trainees able to:

- Fill in forms?
- Follow written instructions?
- Read signs?
- Take notes?
- Ask questions or draw inferences from training material?
- Understand examination techniques?

3. Ask specialists for advice

Things you can do:

- Rewrite training material with help from plain English specialists;
- Get professionals to conduct a language and literacy audit;
- Ask English or literacy trainers to conduct classes;
- Get literacy specialists to train company trainers so they can identify and correct literacy problems;
- Release employees to attend local adult education classes.

4. Decide on a communications strategy

A communications strategy should cover:

- English language;
- Literacy;
- Reader-friendly documents and signs.

5. Agree on the format and process for training with the training provider and consultative committee

A ' how to do it' kit

For an easy-to-use kit on how to introduce English language and literacy training in the workplace, consult the *Just Step Forward* package.

Produced by the Department of Industrial Relations, the kit offers a step-by-step guide on how to run language and literacy training. See the Contacts and Resources section for more details.

Choosing the right trainer

This is an expanded form of a checklist which appears in the accompanying magazine, *Training for Productivity*.

When choosing a language or literacy provider, make sure you get training appropriate for your workplace. As with most services, standards vary and it's important that you select someone you are sure will provide the best possible service.

Experience

- ✔ What other programs has the provider conducted?
- ✔ Are the provider's courses endorsed by employer organisations, unions or industry training boards?
- ✔ Are they experienced in providing English language and literacy programs linked to industry certificates or other workplace training programs?

Process

- ✔ Does the provider operate through a consultative committee which oversees the program?
- ✔ Do they have written principles and operating guidelines which meet the needs of your workplace?
- ✔ Is confidentiality of research and interview material assured?
- ✔ Can they establish effective assessment, monitoring and evaluation processes?
- ✔ Can a program be designed specifically for your workplace, or does the provider offer 'off the shelf' training only?
- ✔ Will material from the workplace be incorporated into the training course?

Services

- ✔ Can the provider offer all (or most) of the services needed? Will they subcontract any of the work?
- ✔ Do the programs meet a range of needs?
- ✔ Can the provider demonstrate experience in research, project planning and management?
- ✔ Can they advise you on and help you apply for government funding?

What other companies are doing

Find out how other companies have benefited from building English language and literacy training into their training agenda.

Inside:

Uncle Tobys staff put literacy training to work

BMA offers a more flexible service after communication training

Exicom translates training into productivity gains

English in the workplace helps Sterlands cut accident rate

Communication is export key at South Burnett Meatworks

English speaking staff benefit from literacy training

SECV makes communication skills a priority

Uncle Tobys staff put literacy training to work

When workers at Uncle Tobys food processing operations started grumbling about their new uniforms, the factory's literacy and numeracy class decided to put their newly acquired communication skills into practice.

'A training needs analysis showed at least 10 per cent of Uncle Tobys English-speaking background workforce needed help to raise their literacy and numeracy skills.'

Judy Reed, Wodonga TAFE

The class designed a questionnaire and then distributed it in the three Uncle Tobys plants at Wahgunyah in Victoria. The class graphed the results and produced a 10-page report which helped management come up with more acceptable uniforms using different colours and material.

The survey was produced by the first Uncle Tobys class to be funded by the Workplace English Language and Literacy (WELL) program.

Like the vast majority of the company's 900 employees, the 12 trainees were English speakers. This group had basic literacy skills but needed to improve their reading, writing and spoken communication.

Their class covered:

- Effective decision making
- Giving and receiving instructions effectively
- Effective listening skills
- Meeting procedures
- Verbal communication
- Assertiveness and self-esteem
- Presentation skills
- Effective report and technical writing
- Reading and understanding.

The 72-hour course yielded an 'absolutely remarkable' change in all trainees, said training development manager Chris Jackson. 'Their speaking and presentation skills and general confidence and attitude improved dramatically.'

'A training needs analysis showed at least 10 per cent of Uncle Tobys English-speaking background workforce needed help to raise their literacy and numeracy skills. They needed these skills to understand industrial agreements and award restructuring,' said Judy Reed, of Wodonga TAFE.

'We decided to call the classes "workplace communications" to get away from the negative connotations of "illiteracy" that some people find degrading. We wanted the classes to reflect the communication needs of the workplace.'

Certificate scales require communication skills

Uncle Tobys decided on a training needs analysis when they wanted to classify workers under the new national certificate of food processing.

Chris Jackson said improved communication skills were needed to:

- equip people for additional training to climb the new certificate skills ladder;
- help skilled workers cope with 'train the trainer' courses so they can pass on their skills to others;
- improve knowledge of safety issues;
- raise understanding of quality control procedures and allow process workers to make quality checks and record results on graphs or in written reports, as well as operate computers.

Productivity - the bottom line

'The bottom line is productivity, but we find that if you take care of safety and quality issues the productivity improves fairly quickly,' Chris said.

'We also see the value of raising employees' literacy skills to cope with life outside the factory gate. We are a large employer in a small rural community and we're mindful of our responsibilities.

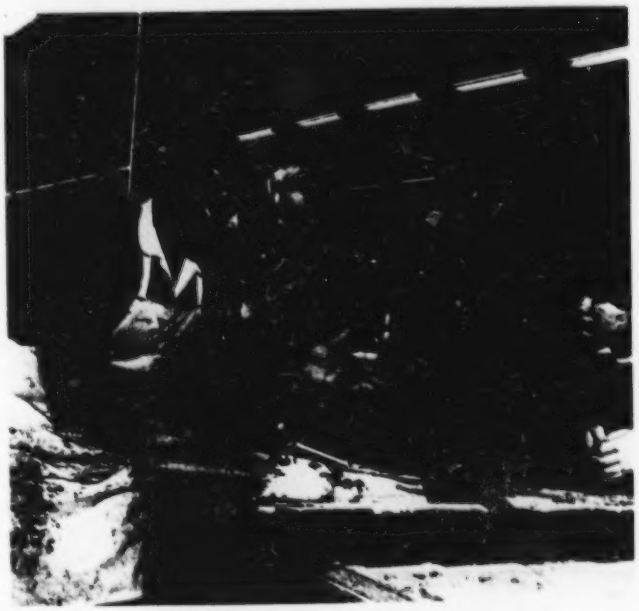
'Literacy training will help increase people's identification with the company. When the economy picks up we don't want valued people tearing out the gate.' ●

BMA offers more flexible service after language training

An English in the workplace program is helping a West Australian Government agency to multi-skill its employees and commercialise operations.

Building Management Authority (BMA) employees from non-English speaking backgrounds all attend a 100-hour foundation English language course. They then have the opportunity to attend further language or numeracy training.

The foundation course also helps them to handle paperwork crucial to the BMA's new user-pays arrangement with other government agencies.



After English language training, more workers can now learn new skills. Pictured above is Derek Herbert, teaching apprentices Kirsten Stender and Eloise Horn.

The BMA's director of maintenance operations, John Tondut, said the Authority was moving away from traditional arrangements which, for example, required a plumber and an electrician to repair a hot water system.

'To enable one worker to do the whole job, we've been sending plumbers to study at TAFE for a restricted electrical licence. Electricians will also do a course to carry out minor plumbing work,' said John.

'A lot of our non-English background people can now do the extra training thanks to English in the workplace. They can also write dockets for clients which indicate the exact nature of repairs and the number of hours worked.

'Specific benefits include a more flexible, safe and skilled workforce, fewer misunderstandings on the job, increased worker participation and opportunities for training.' ●

'Specific benefits include a more flexible, safe and skilled workforce, fewer misunderstandings on the job, increased worker participation and opportunities for training.'

JOHN TONDUT, DIRECTOR OF MAINTENANCE OPERATIONS, BMA

Exicom translates training into productivity gains

Workers at a major electronics manufacturing plant in Sydney are being paid to go to university and join Toastmasters as the culmination of a four-stage English in the workplace program.

'Productivity has gone up, there are fewer rejects, and we're achieving higher standards through skill upgrading.'

FRANK O'SULLIVAN
TRAINING COORDINATOR, EXICOM

The program at Exicom's Villawood factory has been running for 18 months and may continue for four years, says training coordinator Frank O'Sullivan. Some of the funding for training programs has come from the Commonwealth Government's Workplace English Language and Literacy (WELL) program.

More than 200 Chinese, Vietnamese and Laotian-speaking workers have taken time out to go to English classes. Frank estimates at least 200 more will need English lessons to access technical training and play an active role in the new 'target teams' form of work organisation.

'Lack of English skills forces us to communicate through interpreters. It takes twice as long to run an exercise that way,' he said.

Workers push for communication training

Frank said the push for English classes came from workers' representatives on the consultative committee.

'It's been of enormous benefit. Productivity has gone up, there are fewer rejects, and we're achieving higher standards through skill upgrading.

'Retraining could not have been as successful without English classes. And we'll get greater value out of the new work methods as English improves,' said Frank.

Four stages of training

Exicom developed four stages of communication training:

1. A 16-week course, three hours per week, run by the Adult Migrant Education Service (AMES).
2. An eight-week course called 'Effective Communicators' based on role plays.
3. A speech craft course run by Holroyd Toastmasters.
4. The company pays initial fees for anyone wishing to join Toastmasters.

Learning bridge

Exicom wants as many workers as possible to use the communication classes as a bridge to higher education.

One of the company's first students, a Laotian immigrant in his late 20s, is now studying for a degree in manufacturing technology, at company expense.

Frank says: 'Eventually everyone on the floor will have gone through the AMES course. Probably one third of them will progress to effective communicators and half of them will go on to do speech craft. Some will join Toastmasters.

'Whatever level they reach, people are saying: "The company is giving me something I never had before. I can go to Villawood station and buy a train ticket or ask for things at Franklins. That's worth a lot more than a Christmas hamper."' ●

English training helps Sterlands cut accident rate

A Sydney timber mill has chalked up a record accident-free period and the managing director says English language training can take much of the credit.

'We haven't had a single accident at our Smithfield factory for five months. That's fairly spectacular in our industry,' said John Simon, managing director of Sterlands Pty Ltd.

'English classes started nine months ago and I'm sure the improved communication is an important contributing factor,' said John.

When Sterlands acquired the factory - with its 50 per cent Asian (mostly Vietnamese) workforce - in 1991 it embarked on major workplace change, but ran into a language barrier.

'We wanted to introduce total quality management, a consultative committee and an active safety committee,' John said. 'But the English language and literacy skills of at least one third of the 60 workers were inadequate to achieve this.'

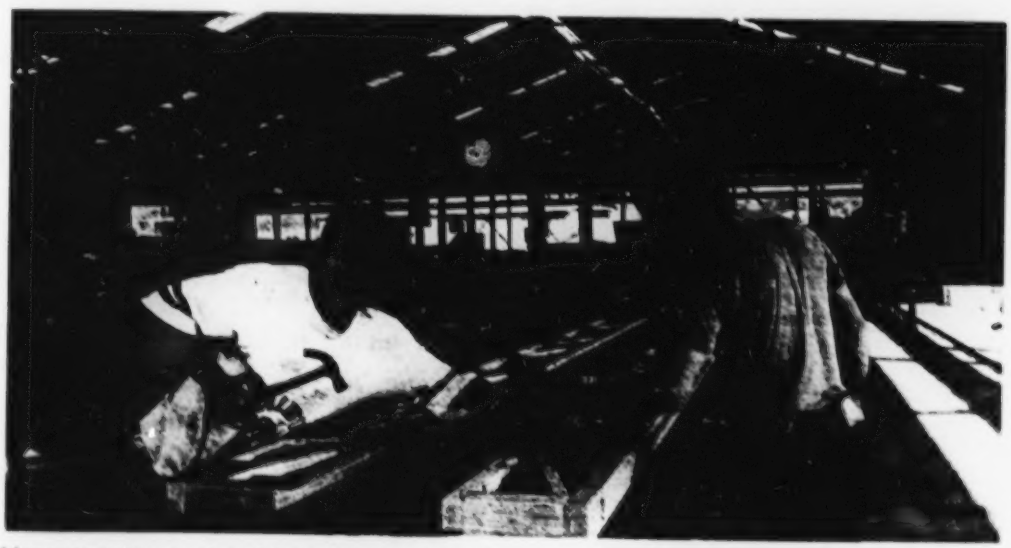
Sterlands was selected for a grant under the Best Practice Demonstration Program. This provided the funding and encouragement to plan a communication and English in the workplace program.

'After nine months we are communicating much better with each other. Quality has improved because workers understand information much better and we have a more active safety committee,' John said.

Management support is essential

John says it's important to make sure there is widespread support within the company for the training program.

'It's not easy on days when people are screaming to get production out and a third of the workforce suddenly vanishes for a couple of hours. You need commitment so training is not cancelled when things get busy.' ●



Management is convinced that a huge cut in workforce accidents is due to improved communication skills.

Communication is export key at South Burnett Meatworks

More than 750 cattle are slaughtered for export every day at South Burnett Meatworks at Murgon in Queensland.

The abattoir's ability to maintain its markets in North America and South-East Asia, and to break into new markets in Europe, may stand or fall on a series of specifications chalked on a blackboard in the boning room.

The meatworks operates on almost 900 different specifications determined by the category and destination of the beef. They are written up every day to tell the boners, slicers and packers how to cut, carve, package and label the product.

'We wanted training which told people not only how to do the job, but why it must be done a certain way.'

DARRYL STEINHARDT, TRAINING OFFICER AT SOUTH BURNETT MEATWORKS

A wrong cut or incorrect coding of one carton could cause a customer to reject an entire container load. The risk is real when up to one in five meat workers may have trouble reading and writing their native language, English.

Darryl Steinhardt became training officer at South Burnett Meatworks after 20 years as a worker and union rep in the industry. He began to realise how many people needed help with literacy and numeracy while developing the theory behind the practical training program.

'I concluded that literacy had to be the starting point of all our training,' said Darryl. 'We wanted training which told people not only how to do the job, but why it must be done a certain way.'

The company received funding from the Workplace English Language and Literacy (WELL) program to assist with their training program.

South Burnett Meatworks recently received the national award for best practice in meat industry training. Darryl believes the company's literacy training played a big part in winning the award.

Higher productivity

Darryl said the training has lifted productivity by:

- Increasing workers' ability to read and understand written specifications, resulting in better workmanship and higher yield;
- Giving supervisors the skills to get their message across;
- Giving workers the capacity to undertake the Ausmeat accreditation course for skilled cutters, involving a written exam;
- Raising self-esteem and staff commitment to quality work.

'A smart management can see the benefits of better communication,' said Darryl. 'Ours is a billion-dollar industry which depends on people's ability to observe strict specifications. Mess that up and we lose our credibility overseas.' ●

A wrong cut or incorrect coding of one carton could cause a customer to reject an entire container load. The risk is real when up to one in five meat workers may have trouble reading and writing their native language, English.

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English speaking staff benefit from literacy training

Nestle's has a long standing commitment to staff training. When the company's Tongala plant in rural Victoria embarked on a total quality training program, they realised increased literacy and numeracy skills would be essential. Without increased skills, some staff would not be able to benefit from the new challenges offered by changes in the workplace.

The company, in conjunction with the local TAFE training development unit, put together a proposal to the Workplace English Language and Literacy (WELL) program to research the issue.

A survey of a random sample of 35 operators found that 11 would benefit from help with reading and writing, and 15 from maths training.

All the 260 Nestle's employees at Tongala are English speakers. Management suspected that any talk of improving literacy and numeracy skills would be a sensitive issue.

To prevent any misunderstandings everyone was briefed about the project.

'There have been huge changes in the workplace. Appropriate training and resources are essential to give staff an equal chance to participate.

'Many factory workers have been doing the same kind of work for many years. They have never been expected to contribute any more than their labour. Now they are required to do their own coordinating, control production flow and communicate with other teams, ' said Michael Pemberton, employee relations superintendent at Nestle's milk products plant in Victoria.

Nestles decided to make literacy, numeracy and communication an integral part of the company's total quality training program, Nestle Continuous Improvement Through Teamwork (NesCITT).

'We steered the training straight down the path of what we were trying to achieve – a team environment,' said Michael.

Getting management support

Michael said the sample survey convinced senior management of the need for action.

'Before the survey some managers thought there might be one or two workers who needed to improve their literacy skills. Others thought it wasn't a problem at all. You can't convince people of the need for action until you come up with a way of measuring the problem.'

Teamwork requires communication skills

NesCITT team members need to understand and interpret information. 'They must be able to read reports, implement written operating instructions, and understand graphs for process control.

'We aim to bring everyone up to a level where they can actively participate in problem solving.

A survey of a random sample of 35 operators found that 11 would benefit from help with reading and writing, and 15 from maths training.

Quality standards

'With workplace change, process workers now take on a lot more responsibility and accountability. They do their own quality checks, maintain inventories and process data.

The need to maintain quality standard ratings such as AS 3902 and Class A MRP in inventory control is another reason to improve communication skills.

'To maintain these ratings we put a lot of emphasis on the individuals and teams accurately doing their own inventory and quality control,' Michael said.

'Literacy and numeracy skills are the cornerstone of succesful teamwork. They are needed to develop knowledge and understanding, to achieve personal growth and to function effectively in society,' Michael said. ●

SECV makes communication skills a priority

Victoria's State Electricity Commission (SECV) has successfully made English language and literacy training an integral part of its overall training agenda.

Financial assistance from the Workplace English Language and Literacy (WELL) program helped the SECV make communication training part of their Skills Extension Program.

Communication skills are recognised in the same way as other skills. Workers receive pay increases when they achieve a level of literacy and language competency which will qualify them to perform specified workplace tasks.

Why courses were needed

Site management wanted literacy and English language classes to:

- raise occupational health and safety awareness;
- improve access to training and multi-skilling;
- boost productivity.

A consultative committee was set up to direct the program. It included representatives from site management, unions, service providers and human resources staff.

The committee's main tasks included:

- establishing course outcomes;
- setting assessment levels;
- deciding on the relationship between literacy and English language training, the Skills Extension Program and pay scales.

How to rate achievement

The committee decided to assess trainees on whether they were competent at performing individual tasks, rather than whether they succeeded in the whole course.

They decided not to make formal assessment compulsory.

Trainees who wished to gain pay increases for improving their literacy and English language skills could take part in skills extension and later demonstrate their competence at the agreed levels on the job.

When the pilot program finished the SECV asked the Australian Centre for Best Practice (ACBP) for an independent evaluation. The ACBP found the program:

- significantly improved morale and industrial relations;
- won widespread support among participants;
- was recognised as relevant by all levels of the SECV;
- enhanced people's workplace and broader life skills.

The ACBP said the SECV program could be improved by linking literacy and language training more closely to skills required at particular sites, especially health and safety issues. ●

Five reasons for success

Why the SECV program succeeded:

1. **They got advice from outside specialists and acted on it.**
2. **The consultative committee involved the whole workforce in the program. They did not dictate content from above.**
3. **The process identified what workers needed to know on their own terms, allowing them to reach their own potential.**
4. **Workers could play an important role in their own development.**
5. **The SECV recognised the key role of English language and literacy skills in helping workers access and benefit from training.**

Contacts and Resources

Inside is a comprehensive national list of services which can help your company with English language and literacy training.

Each entry includes a brief description of the kind of service offered.

Inside:

- Where to go for help
- Training providers
- What the consultants can do for you
- An extensive list of background reading
- Videos and other resources

Where to go for help

National

National Food Industry Training Council
Tel. (03) 9380 8344
Fax (03) 9380 8499
Food Industry Language and Literacy Initiative Program (FILLIP)
1024-1038 Lygon St
Carlton North VIC 3054
Contact: FILLIP Contact Officer
■ Information about funding for literacy training in the food industry.

Australian Textile Clothing and Footwear Industry Training Board (ATCFITB)
Tel. (03) 9348 1311
Fax (03) 9349 1637
Level 1, 132-138 Leicester St
Carlton VIC 3053
Contact: Project Coordinator
■ Provides information and support on language and literacy, provision, resources and materials.

NLLIA National Languages and Adult Basic Education Resource and Information Service
Tel. (03) 9614 0255
Fax (03) 9629 4708
GPO Box 372F
Melbourne Vic 3001
Contact: Coordinator
■ Provides information on research papers and advice on research expertise. Contacts in all States.

Workplace Learning Initiatives
Tel. (03) 9848 9311
Fax (03) 9848 5795
PO Box 496
Doncaster VIC 3108
Contact: Manager
■ Supplies training coordinators, develops printed resources and curriculum for literacy training.

NLLIA Centre for Workplace Communication and Culture
Tel. (02) 330 3926
Fax (02) 330 3914
University of Technology Sydney Markets Campus
PO Box K481
Haymarket NSW 2000
Contact: Manager
■ Training, consultancy and research on issues of workplace communication, language in the workplace, and managing cultural diversity.

The Workplace English Language and Literacy (WELL) Program
The WELL Hotline
Tel. (06) 257 6933
Fax (06) 240 9202
Department of Employment, Education and Training
GPO Box 9880
Canberra ACT 2601
Contact: Program Manager
■ Coordinates training and provides funding for training and curriculum development.

The Equal Pay Unit
Tel (06) 243 7310
Fax (06) 243 7437
Commonwealth Department of Industrial Relations
GPO Box 9879
Canberra ACT 2601
■ Provides information about applying for the Best Practice Program and access to the Best Pracuce Register.

TAFE
Contact your local TAFE college. Many TAFE colleges offer language and literacy courses.

Western Australia

Adult Literacy Services Bureau
Tel. (09) 239 8090
Fax (09) 239 8075
c/- WA Fishing and Aquaculture Centre
Fleet Street
Fremantle WA 6160
■ Develops and conducts literacy and numeracy courses for workplaces, job seekers, the community and professional development.

Industry Education Service
Tel. (09) 325 1804
Fax (09) 221 9124
Adult Migrant Education Service
Level 10
12 St Georges Terrace
Perth WA 6000
Contact: Coordinator
■ Communication courses in the workplace; also provides needs analysis and cross cultural communication audits.

Skills Standards and Accreditation Board
Tel. (09) 235 6127
Fax (09) 235 6193
Western Australian Department of Training
Level 2, 151 Royal St
East Perth WA 6004
■ Overseas accreditation and registration of training providers.

WA Food Industry Training Council
Tel. (09) 384 4511
Fax (09) 384 4310
PO Box 75
Claremont WA 6010

Tasmania

Adult Education Division, Tasmania
Tel. (002) 337 237
Fax (002) 348 196
Department of Vocational Education, Industrial Relations and Training
GPO Box 874J
Hobart TAS 7001
Contact: Principal Adult Education Officer
■ Workplace language and literacy provision.

Adult Migrant English Service
Level 1, 212 Liverpool St
Hobart TAS 7000
Tel. (002) 337 119
Fax (002) 313 049
Contact: Manager, English in the Workplace
■ Language and literacy skills audits, workplace education, evaluation and follow up.

Tasmanian Food Industry Training Board
Tel. (004) 247 248
Fax (004) 247 106
PO Box 1030
Devonport TAS 7310
Contact: FILLIP Extension Officer

Queensland

National Food Industry Training Council (QLD & NT)

Tel. (07) 3236 1919
Fax (07) 3236 1999
PO Box 25
Roma St QLD 4003
Contact: FILLIP Extension Officer

■ Information about funding for literacy training in the food industry.

TAFE QLD Language Services

Tel. (07) 3234 1666
Fax (07) 3234 1655
Level 5, Jetset Centre
288 Edward St
Brisbane QLD 4000
Contact: Information Officer
■ Coordinates English language training programs through TAFE colleges.

TAFE QLD Literacy Services Unit

Tel. (07) 3259 4371
Fax (07) 3259 4374
Open Learning Institute
GPO Box 1326
Brisbane QLD 4001
Contact: Executive Officer
■ Coordinates adult literacy training in TAFE colleges throughout the State; can provide advice and referrals.

New South Wales

Adult Literacy and Basic Skills Action Coalition (ALBSAC)

Tel. (02) 212 5303
Fax (02) 212 5306
PO Box 932
Leichhardt NSW 2040
Contact: Project Officer
■ Referrals, advice and assistance on literacy training and program planning; produces resources.

Adult Literacy Information Office (ALIO)

Tel. (02) 716 3666
Fax (02) 716 3699
Level 1, 6-8 Holden St
Ashfield NSW 2131
Contact: Principal Officer
Workplace Education Program
■ Provides information and resources about literacy.

NSW Food Industry Training Council (NSW & ACT)

Tel. (02) 564 6303
Fax (02) 564 6179
PO Box 455
Leichhardt NSW 2040
Contact: FILLIP Extension Officer
■ Funding information for literacy training in the food industry.

Australian Centre for Languages

Tel. (02) 742 5277
Fax (02) 742 5154
420 Liverpool Rd
South Strathfield NSW 2136
Contact: Director of Studies
■ Provides trainers, consults on training, and runs courses for teachers going into the workforce.

Australian Trade Union Training Authority (TUTA)

Tel. (02) 212 5855
Fax (02) 281 1403
TTY (02) 211 6025
PO Box K722
Haymarket NSW 2000
Contact: Training Coordinator
■ No literacy training as such, but general skills training using plain English handouts and interactive activities designed for employees with low literacy skills; may be able to provide advice on preparing such programs.

Board of Adult and Community Education

Tel. (02) 266 8004
Fax (02) 266 8076
Locked Bag 53
Darlinghurst NSW 2010
Contact: Assistant Director
■ Provides literacy programs; can supply list of adult and community training providers.

EMD Workforce Development

Tel. (02) 281 8921
Fax (02) 281 8923
Level 2, 22 City Road
Chippendale NSW 2008
Contact: Managing Director
■ Training, advice, and training for trainers on teamwork literacy programs within an industrial relations context.

English in the Workplace

Tel. (02) 893 9004
Fax (02) 893 9009
Adult Migrant English Service
90 Phillip St
Parramatta NSW 2150

or

Tel. (02) 289 9218
Fax (02) 211 3698
Adult Migrant English Service
84-86 Mary St
Surry Hills NSW 2010
Contact: Workplace Education Coordinator
■ Provides a range of English language courses and consultancy services on setting up courses, communication audits and cross cultural communication advice.

Industry Training Services

Tel. (02) 829 1300
Fax (02) 829 2369
Glenfield Education Resource Centre
PO Box 21
Glenfield NSW 2167
Contact: Coordinator
■ Provides work-place supervisor training to industry.

National Centre for English Language Teaching and Research

Tel. (02) 805 7673
Fax (02) 850 7849
Macquarie University
Sydney NSW 2109
Contact: Professional Development Coordinator
■ Professional development courses; produces teaching and learning materials, provides resource centre and information service, and consultancy.

Workplace Education Program (Language, Literacy and Numeracy)

Tel. (02) 672 9555
Fax (02) 672 9544
Foundation Studies Training Division
PO Box 515
Blacktown NSW 2148
Contact: Principal Officer
■ Referral service for TAFE and other programs; provides information and advice about language, literacy, and numeracy training.

National Meat Industry Training Advisory Council (MINTRAC)

Tel. (02) 713 7639
Fax (02) 713 7614
118 Great North Road
Five Dock NSW 2046
Contact: Executive Officer

Construction Forestry Mining and Energy Union (CFMEU)

Contact: National Assistant Secretary
Tel. (02) 267 3929
Fax (02) 262 1465
PO Box Q235
Queen Victoria Building PO
Sydney NSW 2000

Australian Capital Territory

NSW Food Industry Training Council (NSW & ACT)

Tel. (02) 564 6303
Fax (02) 564 6179
PO Box 455
Leichhardt NSW 2000
Contact: FILLIP Extension Officer

NLLIA Business Language Services

Tel. (06) 281 3366
Fax (06) 281 3096
Level 2, 6 Campion St
Deakin ACT 2600
Contact: Manager
■ Information, advice and consulting services on workplace education, diverse workforce management and international business communication.

South Australia

South Australian Food & Beverage Industry Training Council

Tel. (08) 365 3334
Fax (08) 365 3321
PO Box 120
Campbelltown SA 5074
Contact: General Manager

Adelaide Workplace Education Service

Tel. (08) 410 2955
Fax (08) 410 2959
Level 1, Aviation House
101 Currie St
Adelaide SA 5000

Vocational Preparation Unit

Tel. (087) 35 1222
Fax (087) 35 1260
South East Institute of TAFE
7 Wehl St South
Mount Gambier SA 5290
Contact: Education Manager
■ Provides workplace language, literacy and numeracy education, skill audits, training assessments and funding advice.

Workplace Education Service Coordinator

Tel. (08) 207 3938
Fax (08) 207 3100
Onkaparinga Institute of TAFE
POBox 405
Noarlunga Centre SA 5168
Contact: Coordinator
■ Provides language, literacy and numeracy programs in industry, commerce and local government workplaces.

Northern Territory

Adult Migrant Education Centre

Tel. (089) 278 344
or (089) 466 578
Fax (089) 450 206
Northern Territory University
Tiwi Campus
Tiwi, Darwin NT 0810
Contact: ESL Coordinator
■ Workplace language and literacy training for people of non-English speaking backgrounds.

National Food Industry Training Council (QLD & NT)

Tel. (07) 3236 1919
Fax (07) 3236 1999
PO Box 25
Roma St QLD 4003
Contact: Extension Officer
■ Information about funding for literacy training in the food industry.

NT Employment and Training Authority

Tel. (089) 994 316
Fax (089) 994 198
PO Box 4821
Darwin NT 0801
Contact: Project Officer
■ Advice and referral for language and literacy training.

Victoria

Adult Community and Further Education Division

Tel. (03) 9628 3506
Fax (03) 9629 5367
Office of Training and Further Education
Level 6, Rialto South Tower
525 Collins St
Melbourne VIC 3000
Contact: Assistant Director
■ Developing national framework of adult English language, literacy, and numeracy competence descriptions for industry standards.

Adult Migrant Education Services

Tel. (03) 9663 2781
Fax (03) 9663 1130
Level 1, Myer House
250 Elizabeth St
Melbourne VIC 3000
Contact: Manager, English in the Workplace
■ Language and literacy training in the workplace and open learning centres; also language and literacy audits and train the trainer courses.

Victorian Food Industry Training Board

Tel. (03) 9380 8322
Fax (03) 9380 8499
1024-1028 Lygon St
Carlton North VIC 3054
Contact: FILLIP Extension Officer

Victorian Adult Literacy and Basic Education Council (VALBEC)

Tel. (03) 9650 6906
Fax (03) 9654 1321
247 Flinders Lane
Melbourne VIC 3000

Industry Programs Branch

Tel. (03) 9628 3541
Fax (03) 9628 2204
Office of Training and Further Education
Level 5, Rialto South Tower
525 Collins St
Melbourne VIC 3000
Contact: Manager, Industry Programs Branch
■ Can provide information and referrals for language and literacy training.

Workplace Education

Tel. (03) 9652 0630
Fax (03) 9654 7744
Council of Adult Education
256 Flinders St
Melbourne VIC 3000
Contact: Manager
■ Runs literacy and numeracy classes in workplaces, working through a tripartite planning group; surveys workplace literacy needs.

Workplace Skills Unit

Tel. (03) 9214 8492
Fax (03) 9818 0004
Swinburne University
PO Box 218
Hawthorn VIC 3122
Contact: Unit Manager
■ Training for management and workers in an integrated training program incorporating language and literacy; researches language and literacy needs.

Construction Training Australia

Tel. (03) 9663 8066
Fax (03) 9663 8008
PO Box 650
Carlton South VIC 3053
Contact: Project Manager

Tourism Training Victoria

Contact: Executive Director
Tel. (03) 9654 5864
Fax (03) 9650 5761
Level 7, 189 Flinders Lane
Melbourne VIC 3000

Turn over for helpful resources

Resources

Many of the following resources are available through the State Library of NSW and Mitchell Library. They can be ordered from your local library through an inter library loan. Some are also available from major bookstores.

Adult Literacy in Small Business,
Iser C., 1991. Available from the Workplace Skills Unit, Swinburne College of TAFE, Melbourne.
Tel. (03) 819 8492. $10.

Submissions in Response to the Inquiry into Literacy Needs in the Workplace,
House of Representatives Standing Committee on Education, Employment and Training, August 1990. Available from the Australian Government Publishing Service.
Catalogue number 902 4443.
$9.95.

Classes at Work: A Study of Student Outcomes,
Jan Steele, Workplace Basic Education Project Classes 1985-89, 1990-91 (second edition). Research project which documents the benefits of Workplace Basic Education classes to managers, the workplace, and students. Available from Council of Adult Education, Workplace Basic Education, 256 Flinders St, Melbourne 3000.
Tel. (03) 652 0633.

The Cost Benefits of Basic Skills in the Workplace,
Peter O'Connor, 1990, Workplace Basic Education Resource Project. Available from ALBSAC.
(02) 516 1342. $3.

The Cutting Edge: An Information Guide to Basic Skills in the Timber Industry,
1992, Construction, Forestry, Mining & Energy Union (CFMEU) Forestry Division. Available from Bridget Freeman, CFMEU.
Tel. (02) 555 1288. Free.

The Global Challenge: Australian Manufacturing in the 1990s,
Pappas Carter Eans & Koop Telesis, 1990, Australian Manufacturing Council. Available from the Australian Manufacturing Council.
Tel. (03) 611 5200. Free.

An Equal Chance: Literacy in Your Workplace,
1990. Available from Literacy and ESL Section, DEET.
Tel. (06) 276 7712. Free.

The Establishment of the Workplace Learning Centre at Containers Packaging Food Can Group,
1992, Virgona C., West Footscray Plant, AMES, Containers Packaging & VEF Melbourne.

Lifelong Education: Australia as a Learning Society,
A. Butler, Commission for the Future, 1989. Available from the Commission for the Future.
Tel. (03) 663 3281. $6.95.

Literacy and Industry, Partners in Productivity,
conference papers. Available from the Literacy and ESL Section, Department of Employment, Education and Training.
Tel. (06) 276 7712. Free.

Literacy for Productivity: A Study of Adult Literacy in the Workplace,
Peter Long and M. Donaldson, Australian Council for Adult Literacy (ACAL), Melbourne, 1989. Available from the Literacy and ESL Section, Department of Employment, Education and Training.
Tel. (06) 276 7712.

A Literacy Strategy for the People of NSW,
NSW Government Office of Education and Youth Affairs, 1991. Available from the NSW Ministry of Youth Affairs.
Tel. (02) 561 8143. Free.

Literacy Training: The Key to Long Term Productivity,
1990. Available from Literacy and ESL Section, DEET.
Tel. (06) 276 7712. Free.

Literacy Training Project,
1992, Barrow E. and Dineen C., Moorabbin College of TAFE, Melbourne.

The Machine that Changed the World,
Womack, James P., Daniel T. Jones and Daniel Roos, Rawson Associates, New York, 1990. Available from the State Library of NSW, Inter Library Loans Section ref N338.4762922/18.
Tel. (02) 230 1441.

Making it Happen: Developing Effective Workplace Basic Skills Programs,
Peter O'Connor, Adult Literacy and Basic Skills Action Coalition (ALBSAC), 1992. Available from ALBSAC.
Tel. (02) 516 1342

1992 Language & Literacy at Work: Better Jobs, a Smarter Future.
Available from the Parliament and Public Affairs Branch, Department of Industrial Relations.
Tel. (06) 243 7864. Free.

No Single Measure, a Survey of Australian Adult Literacy,
Rosie Wickert, 1989, Institute of Technical and Adult Teacher Education, Sydney College of Advanced Education. Available from the Faculty of Adult Education, University of Technology.
Tel. (02) 389 4800. $10.

Opening doors: an Evaluation of the Workplace Basic Education Program,
1991, Humphrey B., Conducted by Goulburn Valley College of TAFE at Nestle plant, Tongala. Occasional Paper 6, DFE and Ministry of Education and Training, Melbourne.

Peer Tutoring: Language and Literacy Training for NESB Workers in Industry,
Virgona C., 1991. Available from AMES, Melbourne.
Tel. (03) 663 2781. $7.

Pitfalls and Possibilities: Women and Workplace Basic Education,
Peter O'Connor (Ed) 1991, Workplace Basic Education Resource Project. Available from the Adult Literacy Information Office.
Tel. (02) 699 8955. $5.

Productive Workplaces,
1987, Marvin Weisbord, Jossey-Bass, San Francisco. Available from the University of NSW Library.
Tel. (02) 697 2667.

Progress of Award Restructuring Case Studies,
Summary Report, 1990. Available from the Business Council of Australia.
Tel. (03) 274 7777. Free.

Report on the State of the Automotive Industry,
1989, by the Automotive Industry Authority. Available from Australian Government Bookshops in every State. $18.

The Resources Book for New Workers in Adult Literacy,
Jane Cameron (Ed). Available from ALBE Resources Unit.
Tel. (004) 231 234. $10.

Restructuring Awards: English Language Training,
ACTU, 1989. Available from the ACTU library.
Tel. (03) 663 5655. $3.

Skills at Work: A Guide to the Provision of Workplace Basic Education,
Peter O'Connor, 1990, Workplace Basic Education Resource Project. Available for loan through Adult Literacy Information Office.
Tel. (02) 699 8955.

Striking a Balance – Adult and Community Education in Australia, Towards 2000,
R. Harris and P. Wills (Eds), Centre for Human Resource Studies, University of South Australia, 1992. Available from Centre for Human Resource Studies, University of South Australia.
Tel. (08) 302 6611. $32.45.

Structural Efficiency Principle (Award Restructuring) Survey: an Analysis of the Results,
Judith Sloan and Mark Woden, 1990. Available from the Business Council of Australia.
Tel. (03) 274 7777. Free.

TAFE Workplace Education - Some Examples,
TAFE NSW, Workplace Education Taskforce, 1991. Available on loan from the Adult Literacy Information Office.
Tel. (02) 699 8955.

The Training Guarantee - Your Questions Answered,
Australian Taxation Office, 1990. Available from the Training Guarantee Hotline.
Tel. 008 011 160. Free.

Workplace Resources Kit,
General and theoretical articles and practical resources. Available from the Adult Literacy Information Office.
Tel. (02) 699 8955.

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Overseas Publications

Adult Literacy Perspectives, Culture Concepts,
M. Taylor and J. Draper, Canada, 1989.
Available from the State Library of NSW, Inter Library Loans Section.
Ref. N374.012/22.
Tel. (02) 230 1441.
Also available on loan from ALIO, (02) 699 8955.

Basic Skills for the Workplace, Culture Concepts,
M. Taylor, G. Lewe and J. Draper, Canada, 1991.
Available from the State Library of NSW, Inter Library Loans Section.
Ref N374.012/20.
Tel. (02) 230 1441.
Also available on loan from ALIO, (02) 699 8955.

Classes at Work: A Study of Student Outcomes,
Workplace Basic Education Project Classes 1990-1991.
Available from Council of Adult Education, Workplace Basic Education.
Tel. (03) 652 0633. $10.

Curriculum in Context,
C. Cornbleth, Falmer Press UK, 1990.
Available from Macquarie University Library, Tel. (02) 805 7536; and the University of NSW Library, Tel. (02) 697 2667.

Evaluating Effectiveness in Adult Literacy and Basic Skills,
Adult Literacy and Basic Skills Unit, 1991, UK.
Available from Queensland TAFE Library Network Centre. Tel. (07) 840 4849.

How to Gather and Develop Job Specific Literacy Materials for Basic Skills Instruction,
R. Drew and L. Mikulecky, 1988, The Office of Education and Training Resources, 1988, USA.
Available from Queensland TAFE Library Network Centre. Tel. (07) 840 4849.

How to Set Up Literacy and Basic Skills Training in the Workplace,
Ontario Ministry of Skills Development, Canada 1990.

Literacy and Numeracy: A Guide to Good Practice,
Training Agency, 1989, UK.

The Right to Literacy,
A. Lunsford, H. Moglen and J. Slevin, The Modern Language Association of America, 1990, USA.
Available from the State Library of NSW, Inter Library Loans Section Ref. N302.2244/3.
Tel. (02) 230 1441.

Setting up Workplace Basic Skills Training: Guidelines for Practitioners,
1990, L. Rees, ALBSU, 1990, UK.
Available from the State Library of NSW, Inter Library Loans Section, Ref N374 012/21.
Tel. (02) 230 1441.

Towards a Learning Workforce,
A. Tuckett, The National Institute of Adult Continuing Education, 1991, UK.

Workbase Materials Pack:
A Basic Skills and Education Package for Manual Workers, L. Bonnerjea and B. Freud, WorkBase London, 1988.
Available from Hawkesbury Shire Council Library Service.
Tel. (045) 77 0291.

Articles and papers

ARIS Bulletin,
Quarterly journal which lists and reviews literacy and numeracy curriculum material and research.
Available from the National Languages and Literacy Institute of Australia. Tel. (03) 416 2422.

The Challenge of Workplace Basic Education,
R. Francis, Australian Journal of Reading, 1990, Vol 13, No 1.
Available from Mitchell Library, Ref 374.2205/1.
Tel. (02) 230 1414.

The Hidden Costs of Illiteracy,
Supriya Singh, Business Review Weekly, June 2, 1989.
Available from the State Library of NSW, Inter Library Loans Section, Ref RAV/FM6/Serial 32. Tel. (02) 230 1441.

Literacy for Industry Restructuring: Teaching Reading and Writing in a Glass Factory,
1990, J. Kerr and J. McCall, Interchange, No 16, 1990.
Available from Mitchell Library Ref Q371.9675099.
Tel. (02) 230 1414.

Literacy and Numeracy: Vital Industrial Issues,
Labor Council of NSW, Information Pamphlet, 1991.

Open Learning Centre - A New Concept in Learning for BHP - Slab and Plate Products Division,
M. Stocker, Literacy Exchange, No 2, 1990.
Available from Mitchell Library Ref Q302.205/2.
Tel. (02) 230 1414.

Open Letter - Australian Journal of Adult Literacy, Research and Practice,
Ian Reid (Ed).
Available from Curtin University of Technology.
Tel. (09) 351 3335.

Skills Formation and Education,
L. Carmichael, 1991, ACTU News Circular No 422, 1991.
Available from the Australian National Library.
Tel. (06) 262 1111.

Trade Unions and Workers' Literacy,
Peter O'Connor, Broadsheet, No 33, June 1991.
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Videos

Between the Lines,
Four videos in a series of dramatisations about people who have difficulties with reading and writing. A workbook accompanies the videos.
Available from the NSW Film and Television Office.
Tel. (02) 380 5599. Videos $100, workbook $9.

English at Work,
Byrnes, F. and Candlin, C., SBS Television and the National Centre for English Language Teaching and Research. Series 1 consists of 12 videos ($300) and workbook ($14.95).
Available from NCELTR, Macquarie University, Ryde NSW.
Tel. (02) 801 7111.

Fresh Start,
ABC, 12 videos, each of 25 minutes, tell the stories of adults with reading, writing and numeracy problems.
Available from TAFE National Video Resource Centre, Private Bag 19, Moorabbin, Victoria 3189.
$45 each.

Just Step Forward,
a guide to introducing English language and literacy training. Department of Industrial Relations, Department of Employment, Technical and Further Education, South Australia.
Contact the Department of Industrial Relations in your State.

Not Just Looking at the Pictures,
NSW Film and Television Office and ALIO. This 16-minute literacy awareness video interviews literacy students and teachers and reviews a number of community literacy initiatives.
Available from the NSW Film and Television Office.
Tel. (02) 380 5599. $25.

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What successful managers and trainers say about English language and literacy training.

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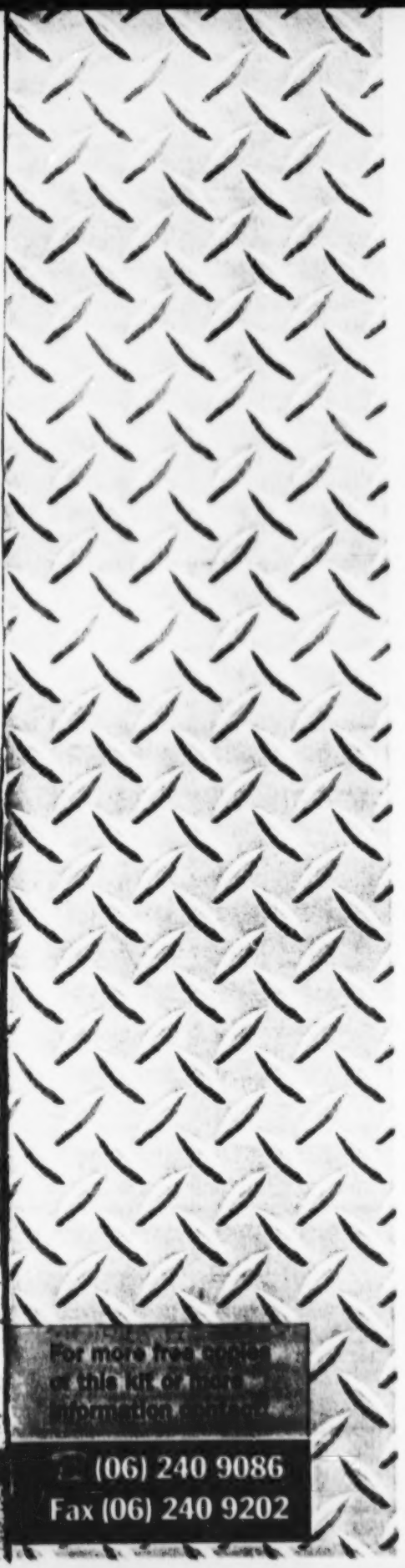
– **John Tondut,** director maintenance operations, Building Management Authority

'Quality and safety have improved because we are communicating much better, thanks to literacy training.'
– **John Simon,** managing director, Sterlands Pty Ltd.

'Literacy training has produced an absolutely remarkable change in our staff. Their skills, confidence and attitude have improved dramatically.'
– **Chris Jackson,** training development manager, Uncle Tobys

'Literacy is the starting point of all our training. It's certainly lifted productivity.'
– **Darryl Steinhardt,** training officer, South Burnett Meatworks

'Companies are throwing money away unless they make literacy an integral part of the training agenda.'
– **Denise Oakley,** training consultant.



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